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ABSTRACT

Developed to aid school-level administrators of the School Volunteer Program (SVP), this handbook is organized into five sections as follows: (1) what the responsibilities of SVP leaders are, including SVP resource person and volunteer chairman job description; (2) with whom SVP leaders work, including communication network, division of responsibilities, components of program, and school programs which need special help; (3) how SVP leaders work, including sections on volunteers, school staff, area specialists, and SVP coordinator, (4) the forms SVP leaders use, including school records and area/county/federal records; and (5) the facts SVP leaders need to know about, including the history and growth, the accomplishments, the evaluation results, and the National School Volunteer Program, Inc. (Author/AM)

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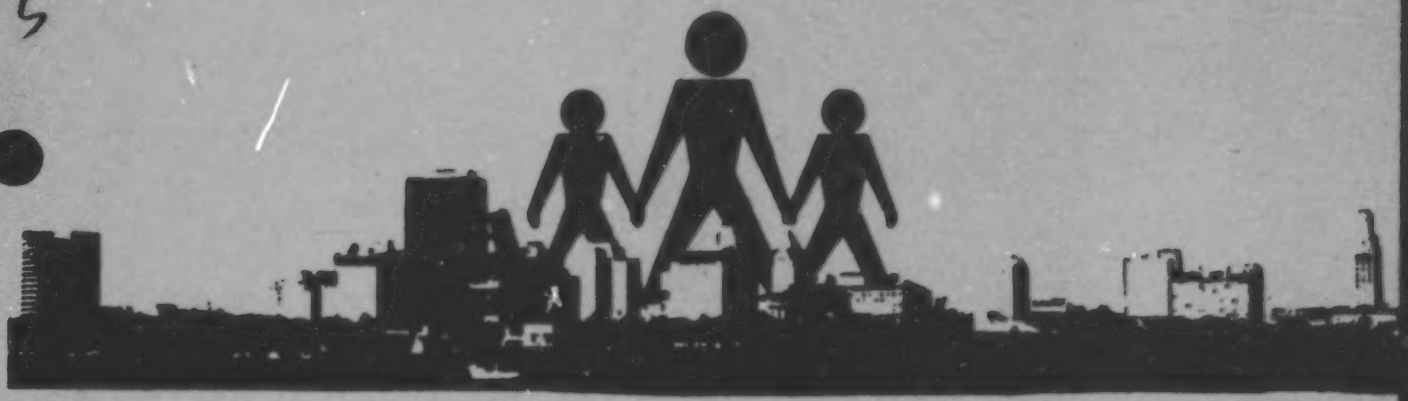

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SVP

Leader's Handbook

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SCHOOL VOLUNTEER PROGRAM OF MIAMI

DADE COUNTY PUBLIC SCHOOLS

2

INTRODUCTION

This handbook was developed to aid school-level administrators of the School Volunteer Program. Since it must be shared by the Principal, the School Volunteer Resource Person, and the School Volunteer Chairman, it should be kept in a central and easily accessible location within the school. It has been designed so that any additional forms or appropriate pages may be added easily.

It is organized into five sections which are outlined on the Table of Contents page. All inquiries regarding the use of this handbook should be directed to the appropriate School Volunteer Program Area Specialist or the Central School Volunteer Program Office.

first printing
1973

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1974

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1975

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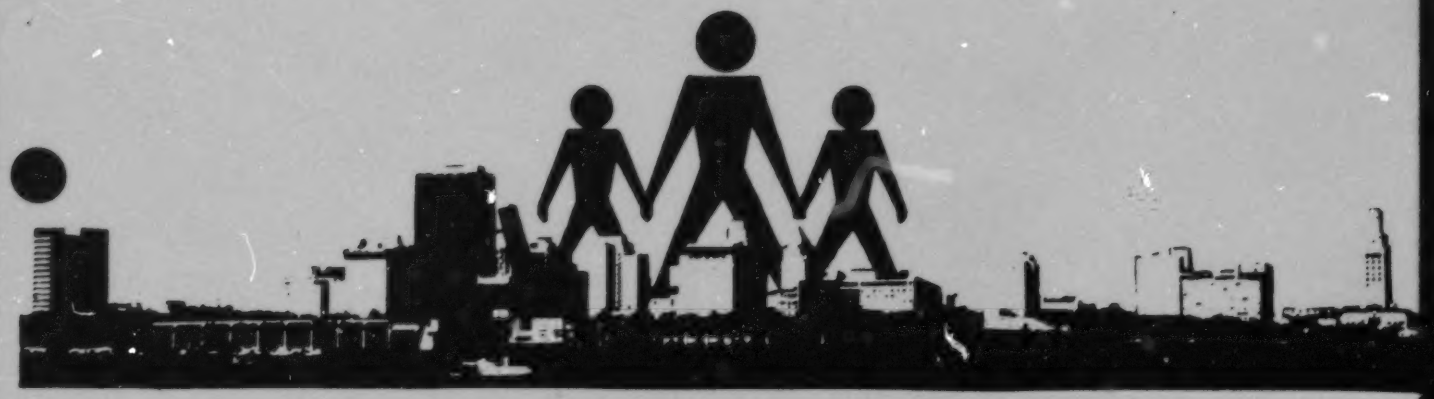
I. WHAT ARE THE RESPONSIBILITIES OF SVP LEADERS?



SVP RESOURCE PERSON JOB DESCRIPTION

Responsibility:

The School Volunteer Program Resource Person is responsible to the principal of the school in which he is a regular staff member.

Major Duties:

1. Serve as a liaison between the school and the countywide school volunteer office

2. Serve as a resource person to teachers in the training program for the use of volunteers, using the B-2 Volunteer Education Modules.

3. Assist the School Volunteer Program Chairman in presenting the training program for volunteers at the local school level, using the B-2 Volunteer Education Modules or other training techniques.

4. Place volunteers in the school according to documented needs.

5. Assist in the administering, compiling and interpreting assessment instruments used to audit the effectiveness of the program.

6. Provide feedback to the area and district school volunteer office on the functioning of the School Volunteer Program.

7. Follow procedures outlined in the SVP Leaders' Handbook.

Qualifications:

1. Regular school staff member.

2. Interest in volunteers as assistants in the school.

3. Willingness to cooperate with area and district staff to implement the School Volunteer Program.

4. Have permission of principal to attend periodic all-day workshops.

5. Be a person who communicates effectively with the school staff and persons in the community.

SVP VOLUNTEER CHAIRMAN JOB DESCRIPTION

Responsibility:

The School Volunteer Program Volunteer Chairman is responsible to the principal of the school in which he is working.

Major Duties:

1. Recruit and interview volunteers.
2. Present basic orientation for all volunteers in a given school, using Volunteer Education training materials.
3. Be available in the school a minimum of 2-4 hours a week to work with volunteers in carrying out the program.
4. Attend periodic workshops sponsored by the School Volunteer Program.
5. Maintain attendance and registration records.
6. Assist in administering and compiling assessment instruments used to evaluate the effectiveness of the program.
7. Prepare resumes on volunteers' contributions.
8. Follow procedures outlined in the SVP Leaders' Handbook.

Qualifications:

1. Demonstrate skill in dealing with members of the community.
2. Have some experience in volunteer work.
3. Be willing to give a minimum contribution of one semester as chairman of volunteers.

WHAT IS A GOOD VOLUNTEER RESOURCE PERSON/VOLUNTEER CHAIRMAN

A good volunteer chairman is not prejudiced against volunteers in general. He appreciates their help and welcomes them as valuable teammates.

He is not only a checker-upper but a builder-upper as well.

He does not take volunteers for granted and he realizes that they owe him and his School Volunteer Program nothing. He appreciates the fact that these good citizens have given up their time in which they might have been doing something for their own pleasure or profit.

He welcomes them into the School Volunteer Program, keeps them acquainted with important developments in the work and includes them in sharing some of the program's successes.

He makes himself easily available for questions or general discussion about problems on a one-to-one, man-to-man basis. Not only is he willing to listen to the newcomer's ideas but he makes it a point to welcome and encourage creative thinking.

He and his staff try to know the volunteer as a person, possibly unearthing hidden skills and talents hertofore unknown and unused by the program.

He uses democratic methods, substitutes suggestions for orders and does not lean too heavily on his own authority and position.

He is concerned about the volunteer's complaints and displeasures and evaluates them carefully to do what he can to correct them.

He supplies new source materials which will help the volunteer on his job and encourages and guides him in his reading of professional material.

He encourages volunteers to make small decisions (if they are not related to school policy) but watches closely to avoid big mistakes.

He understands that the young lady who is doing some routine clerical work in the office may be a champion or expert in some other activity or subject that the school could use in its program. Once identified, he is quick to use these new talents for the benefit of the school.

He is quick to comprehend which volunteers can and really do want to do more than they are presently doing. By the same token, he watches to see that the responsibility given to a volunteer does not overburden him or threaten to lead him toward failure and frustration.

He will make the necessary arrangements if it is determined that a volunteer's duties, responsibilities, or general job description need to be modified in any way. He is able to recognize when a volunteer is ready for additional or special training.

He makes it a point to arrange for a social reception for new volunteers to meet the regular professional staff and some of the older volunteers.

He is able to determine when a volunteer is thinking of quitting. In such a case, he should arrange for a PRE-EXIT INTERVIEW to try to adjust matters and save what might become a happier volunteer.

School Volunteers want their supervisors to-

-keep in closer touch with them

-provide good working conditions

-give good training and supervision

-build up their morale

-treat them fairly and impartially

-give them meaningful services to perform

How to supervise volunteers

follow guidelines of job descriptions

give careful, but not verbose, instructions

talk to volunteers on a one-to-one basis whenever possible and create a warm friendly atmosphere

respect the volunteers' abilities

be accessible--but stay in the background

outline a procedure for school staff members who desire the services of a volunteer

assign the volunteer to an individual staff member

introduce the volunteers to the staff or person in the program to whom he is responsible

STEPS FOR SETTING UP A SCHOOL-LEVEL SCHOOL VOLUNTEER PROGRAM (SVP)

I. Orient principal to SVP.
   A. Present a history and overview of the SVP.
   B. Describe the organization of the SVP.
   C. Explain the advantages of having a SVP.
   D. Identify the volunteer job categories and components from which volunteers came.
   E. Outline the duties of the SVP Resource Person and SVP Chairman.

II. Identify and train the SVP Resource Person and SVP Chairman.
   A. Complete SVP Resource Person and SVP Chairman Identification Forms.
   B. Discuss SVP Leader's Handbook
   C. Clarify duties and responsibilities.
   D. Plan major activities and establish time line of events.
   E. Identify resources.
   F. Set up communications system including school-level leaders and Area Volunteer Specialist.

III. Orient Faculty.
   A. Present information.
      1. Include history, organization, accomplishments, components, volunteer job categories, etc.
      2. Use media from Central and Area Office(i.e. the 10 minute color film,"V", or the 10 minute slide/tape presentation, "Service With A Smile".)
   B. Assess needs.
   C. Stress cooperative role of teachers and volunteers.

IV. Recruit volunteers.
   A. Identify potential sources of volunteers.
   B. Plan recruitment campaign for both regular volunteers and Community Resource Volunteers.
   C. Co-ordinate recruitment campaign with other school/community activities. (i.e. Back-to-school Night, P.T.A. meetings, American Education Week.)
   D. Prepare publicity materials(i.e. flyers, posters, etc.)

V. Orient volunteer.
   A. Fill in registration form and explain sign-in procedures.
   B. Explain main parts of the SVP of Miami.
   C. Explain guidelines and policies of school-level SVP.
   D. Introduce key personnel.

VI. Place volunteers.
   A. Match volunteers to teachers' needs.
   B. Inform the volunteers, teachers, and principal.
   C. Review placements periodically.
   D. Make recommendations for following year.

VII. Train volunteers.
   A. Plan for various levels of training(i.e. on-the-job with teachers, by subject area with consultants, etc.)
   B. Monitor training.

(cont.)

STEPS FOR SETTING UP A SCHOOL-LEVEL SCHOOL VOLUNTEER PROGRAM (SVP)
(cont.)

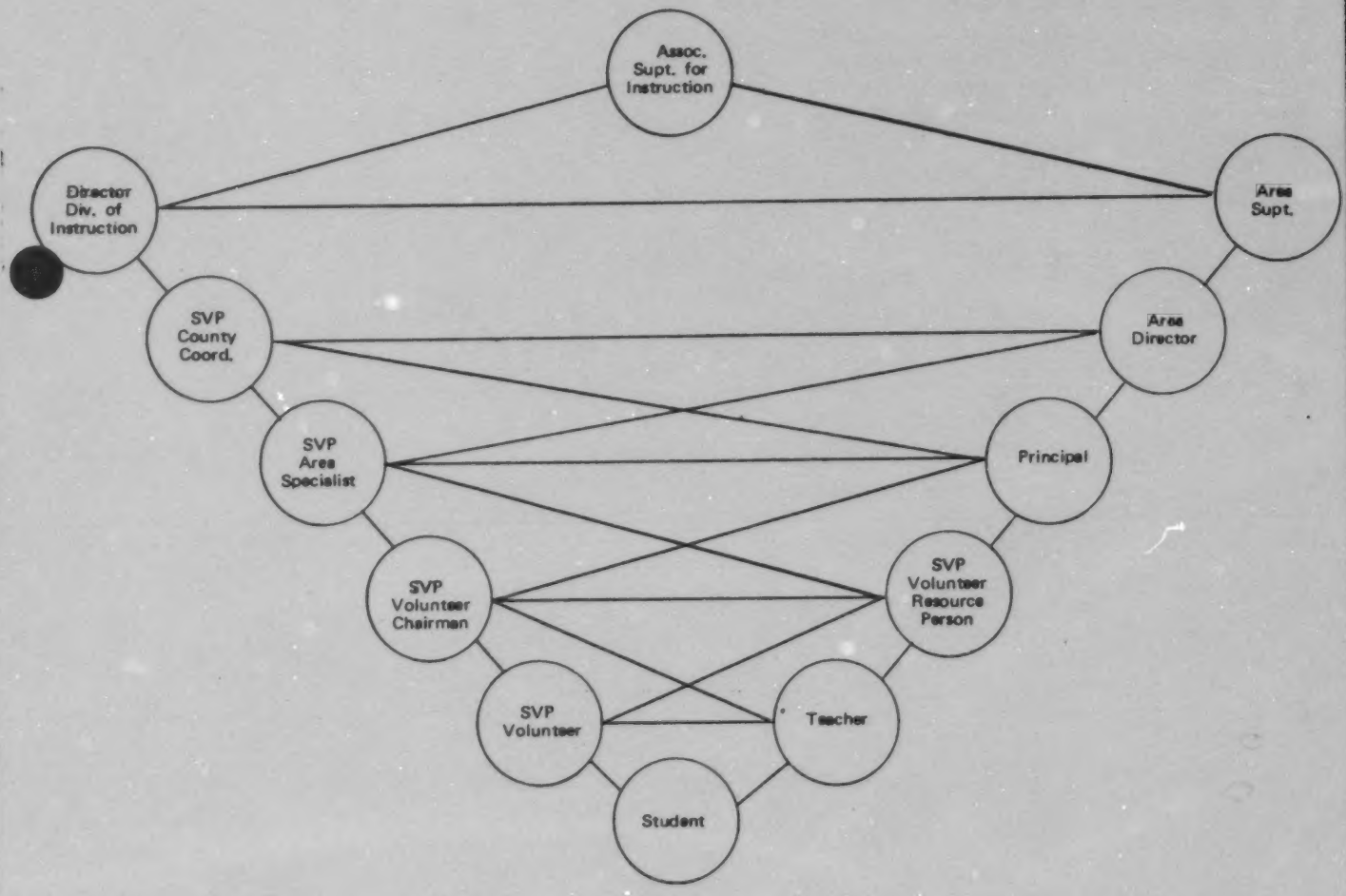
VIII. Monitor the progress of the program.
- A. Secure on-going feedback from teachers and volunteers.
- B. Solve problems if they arise.
- C. Promote communication and act as liason.
- D. Secure from appropriate sources the necessary support materials(i.e. sign-in forms, buttons, etc.)
- E. Prepare bi-annual report.

IX. Evaluate the progress of the program.
- A. Plan for and conduct periodic and final evaluation activities.
- B. Make changes based on evaluation information.

X. Plan for the following year's program.
- A. Hold planning meetings with new leaders.
- B. Provide for the transfer of materials and records.

II. WITH WHOM DO SVP LEADERS WORK?

SVP COMMUNICATIONS NETWORK



CENTRAL OFFICE

School Volunteer Program of Miami
Dade County Public Schools
1451 North Bayshore Drive 10th Floor
Miami, Florida 33132
Phone: 371-2491
School Mail Code: A-1

Coordinator of Volunteer Services
Dr. Audrey H. Jackson
Secretary: Jeanette Woske

Coordinator of Television Training For T.T.V.
Nancy Cooper
Secretary: Dovie Nichols
Volunteer Specialist (TSA):
Lauren Swinney
Lou Alexiou
Cindy Morgan
Producer/Director: Tim Martin

Coordinator of Training Program
Gina Craig
Secretary: Lynn Sutton
Volunteer Specialist (TSA):
Debbie Coursey
Miriam Sager

Community Resource Guide Specialist (Clerks):
Karen Summers
Henrietta Bilhorn

AREA OFFICES

Northeast Area Office Phone: 891-8364
14027 N.W. 16th Court
North Miami, Florida 33161
Area Superintendent: John Earle
Area Volunteer Specialist: Linda Traylor
Area Volunteer Aide:
School Mail Code: I-4

Northwest Area Annex Phone: 685-8265
5987 East 7th Avenue
Hialeah, Florida 33012
Area Superintendent: Earl Wells
Area Volunteer Specialist: Don Schwartz
Area Volunteer Aide:
School Mail Code: XX-5c

North Central Area (Curriculum Center)
Phone: 839-4750
6221 N.W. 29th Avenue
Miami, Florida 3347
Area Superintendent: Dr. Jeff West
Area Volunteer Specialist: Johanna Bullock
Area Volunteer Aide:
School Mail Code: TT-2

South Central Area Office Phone: 642-7555
2201 S.W. 4th Street
Miami, Florida 33135
Area Superintendent: James J. Norton
Area Volunteer Specialist: Thelma Green
Area Volunteer Aide:
School Mail Code: WWW-2

Southwest Area (Curriculum Center Sunset School
5120 S.W. 72nd Street
Miami, Florida 33143
Phone: 666-4622
Area Superintendent: Robert Turner
Area Volunteer Specialist: Joy Usich
Area Volunteer Aide:
School Mail Code: EEEE-1

South Sub-Area Office Phone: 323-1224
12401 S.W. 74th Avenue
Miami, Florida 33156
Area Superintendent: Donald Burroughs
Area Volunteer Specialist: Mona Goldstein
Area Volunteer Aide:
School Mail Code: NNN-1g

DIVISION OF RESPONSIBILITY OF SCHOOL VOLUNTEER PROGRAM (SVP) PERSONNEL

THE VOLUNTEERS shall:

Understand motivation and attitudes for service.

Attend orientation and training sessions.

Volunteer a minimum of two hours a week for the school.

Arrange for a substitute with the approval of the School Volunteer Chairman.

Have materials and ideas ready and activities planned.

Complete evaluation reports and records.

Maintain communication with the teachers and school chairman, and provide information as needed by the SVP coordinator.

Respect confidentiality of educational principles and processes of the school and of students' abilities and progress.

Be willing to receive constructive criticism.

Take required health tests.

Be dependable, flexible, and willing to be a team partner.

Be willing to be reassigned, when placement is not mutually acceptable or when a particular child has achieved the prescribed goal.

THE SCHOOL VOLUNTEER CHAIRMAN shall:

Follow the guidelines in the job description.

THE SCHOOL VOLUNTEER RESOURCE PERSON shall:

Follow the guidelines in the job description.

Parents - General Citizenry - Senior Citizens

This group plays an important role in the school-level volunteer program. They may come as a regular volunteer and serve two or more hours per week in one of the fourteen jobs which have been describe for volunteers, or they may come as needed and serve as speakers, room mothers, chaperones, etc.

Business/Industry

This group adds another dimension to any volunteer program. Using their special job skills, knowledge, talents or interest, they serve children as guest speakers through the Community Resource Guide or if time permits, as regular volunteers.

Students

College Students

Vital to any well rounded volunteer program is the college student. Many of the students volunteer as a field experience for their regular college class and earn college credit for time spent working in the public schools, while others volunteer because they see the need and wish to help extend and enrich the experiences of others.

Turn About Students

While working daily under the direction of a teacher as a tutor or classroom assistant, these junior and senior high school students help, not only their younger counterparts, but also themselves.

Source Of Volunteers	Category		Service	
	Regular	Community Resource	2+ Hours Each Week	As Needed
Parents	X or	X	X or	X
General Citizenry	X or	X	X or	X
Senior Citizens	X or	X	X or	X
Business/Industry	X or	X	X or	X
College Students	X		X	
Turn About Students	X		X	

SCHOOL PROGRAMS WHICH NEED SPECIAL HELP

1. READING SYSTEMS

The Dade County Reading Systems has been developed by the Division of Instruction, Dade County Public Schools. Projections for the 1973-74 school year indicate that approximately 1,200 teachers will be using the system with 36,000 students. The assessment/management system, itself, is designed to be used with any reading materials in the school. It includes provisions for the testing of both decoding (word attack) and comprehension skills from primer through sixth year readability levels. It presently contains 480 decoding and 201 comprehension objectives. All objectives are categorized and assessed in a total of sixteen pupil assessment booklets. There are also two placement tests, one for decoding and one for comprehension.

2. MATHEMATICS SYSTEMS

The elementary mathematics program develops the basic concepts, relations, operations and properties associated with sets, numeration, geometry, measurement, probability, statistics and logic. The major dimensions of the program are: computation (speed skills), reasoning (power skills) and the underlying pre-number skills. Systems approaches to mathematics employ a technology and the components, or sub-systems, for individualizing instruction for potentially gifted, average and below average students in the regular classroom and school setting. Systems approaches include:

a. An assessment sub-system

b. An instructional sub-system

c. Classroom organizational or instructional management sub-system

3. SWRL

The Kindergarten Program, developed by the Southwest Regional Laboratory (SWRL) for Educational Research and Development will be used with more than 10,000 students in 161 schools in Dade County during the 1973-74 school year. The SWRL Program consists of two basic systems and support systems. The first basic system, The Instructional Concepts Program, develops 96 concepts-colors, sizes, shapes, amounts, positions, pre-math and pre-reading terms. The second system, The Beginning Reading Program, includes recognition of word elements and letter names, a reading vocabulary of 100 words and the ability to attack words composed of learned elements. These skills, in addition to beginning comprehension skills, provide the basis for a child's future success in reading. To ensure each child every chance of success, SWRL includes support systems whereby specially prepared materials enable non-professional tutors and parents to supplement regular classroom instruction.

4. "LISTENERS"

This program, developed co-operatively with the Dade County Mental Health Association and the School Volunteer Program, recruits, trains and places volunteers to act as listeners to elementary level students. The listeners work under the direction of an elementary school counselor who selects the students and supervises the program. Working on a one-to-one or small group basis, each listener attempts to build a positive relationship with the students. The program is not crisis-oriented, it merely tries to lessen anxiety and create an open atmosphere. Additional in-service training and advice is provided by the professionals in the Mental Health Association.

TYPE OF WORK: ARTS AND CRAFTS ASSISTANT

BACKGROUND: As the schools of Dade County seek ways for each student to discover and develop all of his abilities to the fullest, a wide variety of arts and crafts activities are needed. By working with the teacher to help students develop their creativity and feel proud of their accomplishments, the volunteer will provide many opportunities to students that would not otherwise be possible.

DURATION OF JOB: Minimum of two hours per week for one semester, during regularly established school hours.

DUTIES OF JOB: Work under the direction and in cooperation with the art or classroom teacher. Generally, the assignment will include one or more of the following tasks:

1. Assisting with the placement of arts and crafts materials and equipment in rooms scheduled for use.

2. Preparing arts and craft materials for student use.

3. Preparing art materials per requests from teachers.

4. Helping students assume responsibility for proper care and cleaning of materials.

5. Encouraging students to explore new techniques, uses, and effects of a variety of art materials.

6. Helping with inventory of supplies.

7. Giving individual help to a student or small group of students under the direction of the teacher.

8. Assisting with the filing and maintaining records of progress on student art projects.

TRAINING PROVIDED: Pre-service and inservice training will be provided.

VOLUNTEER QUALIFICATIONS: Cooperative manner; ability to relate well with others, especially children and youth; interest in arts and crafts; willingness to follow directions.

CONTRIBUTION: Provide additional opportunities for art and classroom teachers to use arts and crafts activities to individualize instruction.

TYPE OF WORK: AUDIO-VISUAL ASSISTANT

BACKGROUND: As the schools of Dade County seek to individualize instruction as much as possible, a variety of multi-media materials and equipment are used. With the existing demands that are made on teachers, there is little time available for the preparation of these materials and equipment; thus the assistance of a volunteer skilled in this area greatly assists the teacher in better providing for the students' needs.

DURATION OF JOB: Minimum of two hours per week for one semester, during regularly established school hours.

DUTIES OF JOB: Work under the direction and in cooperation with the librarian or audio-visual teacher. Generally, the assignment will include one or more of the following tasks:

1. Operating audio-visual equipment.
2. Delivering films and filmstrips to teachers.
3. Preparing film requests for teachers.
4. Preparing overhead projectuals.
5. Assisting with the placement of audio-visual equipment in rooms scheduled for use.

TRAINING PROVIDED: Pre-service and inservice training will be provided.

VOLUNTEER QUALIFICATIONS: Cooperative manner; interest in multi-media; ability to operate machinery.

CONTRIBUTIONS: Provide additional opportunities for teachers to use a multi-media approach to individualizing instruction.

TYPE OF WORK:	CLASSROOM ASSISTANT
BACKGROUND:	The goals of the classroom teacher are to motivate and guide each student to develop to the fullest his own potential. Because of the pressure of time and the number of pupils involved, assistance is needed to perform non-professional but necessary tasks, so the teacher may devote full attention to the accomplishment of his objectives.
DURATION OF JOB:	Minimum of two hours per week for one semester, during regularly established school hours.
DUTIES OF JOB:	Work under the direction and in cooperation with the classroom teacher. Generally, the assignment will include one or more of the following tasks: 1. Giving individual help or clarifying teacher's directions to a student or small groups of students under the direction of the teacher. 2. Assisting students with special projects. 3. Checking attendance, re-admission notes, permission slips, telephoning absentees as requested. 4. Preparing games, teaching devices and "dittoes." 5. Helping with inventory of supplies and collecting money such as for lunch, field trips, etc. 6. Sharing resources and talents. 7. Assisting in decorating room, cutting mats for pictures, changing pictures on bulletin board, etc. 8. Assisting in the supervision of students on the playground and on field trips.
TRAINING PROVIDED:	Pre-service and inservice training will be provided.
VOLUNTEER QUALIFICATIONS:	Warm personality; ability to follow directions; interest in children and education; ability to relate well with children at their level.
CONTRIBUTION:	Allow teachers more professional time to spend with class and individual students. Assist in building individual students self-concept. Help students develop a more positive attitude toward school and academic achievement.

TYPE OF WORK:	CLERICAL ASSISTANT
BACKGROUND:	Maintaining accurate, complete and current records for each individual student is a major responsibility of the school staff. Appropriate student placement, adequate school funding, and effective school - community - home relations depend greatly upon the work accomplished by the school clerical staff. A volunteer clerical assistant may provide much needed support in this area.
DURATION OF JOB:	Minimum of two hours per week for one semester, during regularly established school hours.
DUTIES OF JOB:	Work under the direction and in cooperation with the school secretary and principal. Generally, the assignment will include one or more of the following tasks: 1. Assisting with telephone by taking messages when necessary, placing calls when directed, checking attendance for tardiness and absenteeism. 2. Assisting with filing (except for confidential material). 3. Sorting and collecting ditto material. 4. Operating duplicating equipment. 5. Typing forms, letters, notices, (optional). 6. Addressing envelopes, messages, notices. 7. Sorting, stamping, and opening mail. 8. Running errands, contacting teachers, delivering messages, collecting money or pertinent material. 9. Helping with inventory of supplies.
TRAINING PROVIDED:	Pre-service and inservice training will be provided.
VOLUNTEER QUALIFICATIONS:	Accuracy; emotionally mature person who is able to follow directions with a cooperative attitude.
CONTRIBUTION:	Enable secretary to assist principal in more tasks which in turn will allow principal time for administrative and supervisory duties.

TYPE OF WORK: CLINIC ASSISTANT

BACKGROUND: As the student population in each school continues to increase each year, providing adequate health care for students becomes a more and more difficult task. A volunteer clinic assistant may provide valuable services to the educational process by helping the teacher and school nurse meet the health needs of students.

DURATION OF JOB: Minimum of two hours per week for one semester, during regularly established school hours.

DUTIES OF JOB: Work under the direction and in cooperation with the principal and public health nurse assigned to the school. Generally, the assignment will include one or more of the following tasks:

1. Keeping the health room neat and clean at all times.

2. Being responsible for clerical duties regarding health services: sorting, telephoning, and ordering supplies.

3. Performing routine vision and hearing screening, and assisting in pre-school roundups.

4. Submitting test reports to public health nurse for review and possible follow-up on health problems.

5. Notifying principal at once in case of accidents or acute illnesses. Notify parent if directed by principal.

6. Assisting with students sent to clinic because of wet, soiled or torn clothing.

7. Being prepared to talk with individual students about hygiene and its importance.

8. Maintaining communication with classroom teachers concerning individual students.

TRAINING PROVIDED: Pre-service and inservice training will be provided.

VOLUNTEER QUALIFICATIONS: Ability to get along with others, especially youth; reliability; ability to keep legible records; ability to communicate clearly; neatness; warm and understanding personality; willingness to accept supervision from principal and public health nurse.

CONTRIBUTION: Provide school health nurse with services to help maintain a health program meeting student needs.

TYPE OF WORK: COUNSELOR'S ASSISTANT

BACKGROUND: As the schools of Dade County seek ways for each student to acquire the attitudes and habits essential to the maintenance of good mental health, a need arises for the assistance of a volunteer skilled in this area. Such developmental and supplementary assistance will allow the teacher and/or counselor to better provide for the needs of the individual students.

DURATION OF JOB: Minimum of two hours per week for one semester, during regularly established school hours.

DUTIES OF JOB: Work under the direction of and in cooperation with the principal or guidance counselor. Generally, the assignment will include one or more of the following:

1. Pre-screening students who request interviews with counselors in order to refer them to the appropriate counselor or agency. (For example: legal problems would be referred to the police resource officer, sight and/or hearing problems to the school specialist, and confidential matters to the counselor.)

2. Interviewing the students who request schedule or classroom changes and interacting with those whose requests reflect an easily resolved emotional or personal situation.

3. Guiding the students in the use of resources which provide information in the areas of occupational guidance or college selection.

4. Gathering information and keeping records on guidance related topics such as absenteeism, health problems, ect.

5. Working on projects and interacting with students as directed by the counselor.

6. Accompanying the counselor and working with him when appropriate.

TRAINING PROVIDED: Pre-service and inservice training will be provided.

VOLUNTEER QUALIFICATIONS: Ability to relate well to others, especially children and youth; patience; a calm and stable attitude; a positive outlook on life; confidentiality.

TYPE OF WORK:	LANGUAGE ARTS/READING TUTOR
BACKGROUND:	Even though students have varying language needs, all need to extend the language skills of listening, speaking, reading and writing. A volunteer working with the language arts program can assist the teacher in providing experiences to meet the needs of pupils.
DURATION OF JOB:	Minimum of two hours per week for one semester, during regularly established school hours.
DUTIES OF JOB:	Work under the direction and in cooperation with the classroom teacher or special reading teacher. Generally, the assignment will include the following tasks: 1. Obtaining books and materials on requested topics. 2. Reading stories to individuals or small groups and guiding students to do free reading. 3. Constructing reading booklets and experience charts. 4. Giving individual help to pupils. 5. Operating audio-visual equipment (listening stations, language master, film and film strip projector, etc.). 6. Becoming skillful in the use of effective questioning. 7. Assisting the classroom teacher in providing a variety of experiences in speaking and listening activities. 8. Assisting in arranging the classroom setting and duplicating materials for planned activities. 9. Filing written work in student's work folder.
TRAINING PROVIDED:	Pre-service and inservice training will be provided.
VOLUNTEER QUALIFICATIONS:	Warm sincere interest in people particularly children and youth; some knowledge and ability in the area of language arts; patience and dependability; willingness to follow directions.
CONTRIBUTION:	Develop in each student a love for reading and awareness of language; help the student to see himself as a person who can successfully relate to others; foster the concepts of literary skills; assume a supportive role thereby freeing the classroom teacher to utilize her professional training in individualizing instruction.

TYPE OF WORK: LIBRARY/MEDIA CENTER ASSISTANT

BACKGROUND: As teachers seek to encourage students in the discovery approach to learning, use of the materials in the school library becomes increasingly more significant in the educational program for students. More meaningful and creative student and teacher use of library resource material may be established with the assistance and support of a volunteer library assistant.

DURATION OF JOB: Minimum of two hours per week for one semester, during regularly established school hours.

DUTIES OF JOB: Work under the direction and in cooperation with the school librarian. Generally, the assignment will include one or more of the following tasks:

1. Writing order cards.
2. Checking in new books (listing publisher, author and title of book in library record book).
3. Checking in the new books against invoice.
4. Preparing pockets and cards for new books.
5. Pasting pockets and date due slips in books.
6. Stamping books with ownership stamp.
7. Lettering spine of books (optional).
8. Shellacking books.
9. Making minor book repairs.
10. Filing (optional).
11. Reshelving books.
12. Checking order of books on shelves.

TRAINING PROVIDED: Pre-service and inservice training will be provided.

VOLUNTEER QUALIFICATIONS: Cooperative attitude; cheerful and willing to follow directions; interested in students and their reading; legible handwriting (typing useful).

CONTRIBUTION: Speed the availability of books to students; give the librarian more time to utilize his professional training to work with teachers, classes, and individual students in making full use of library resources.

TYPE OF WORK:	LISTENER
BACKGROUND:	As the schools of Dade County seek ways for each student to acquire the attitudes and habits essential to the maintenance of good mental health, a need arises for assistance of a volunteer skilled in this area. Such developmental assistance will allow the teacher and/or counselor to better provide for the needs of the individual students.
DURATION OF JOB:	Minimum of two hours per week for one semester, during regularly established school hours.
DUTIES OF JOB:	Work under the direction of and in cooperation with the principal, guidance counselors or teacher as a non-crisis oriented lay listener. Generally, the assignment will include one or more of the following tasks: 1. Consulting with the principal, guidance counselor and/or teachers. 2. Developing a friendly, supportive relationship with assigned students. 3. Planning activities which will lead to increased communication with assigned students. 4. Providing a positive model without forcing own values. 5. Listening to the thoughts and feelings of the assigned students. 6. Keeping brief observative notes on the progress of assigned students. 7. Participating in regular feedback sessions designed to increase both perception and skills.
TRAINING PROVIDED:	Pre-service and inservice training will be provided.
VOLUNTEER QUALIFICATIONS:	Ability to relate well with others, especially children and youth; patience and cooperative attitude in working with students; a stable, calm attitude and positive outlook on life.
CONTRIBUTION:	Provide individual attention to selected students through the development of a positive, supportive relationships where the student would feel free to express his feelings and thoughts.

TYPE OF WORK:	MATHEMATICS TUTOR
BACKGROUND:	As the schools of Dade County seek ways to develop ways for all students to improve their math skills to the maximum of their abilities, the opportunity for some students to work individually with a tutor may make the difference in determining whether or not he learns and likes math. A volunteer math tutor may provide important individual attention in meeting a student's needs in this area.
DURATION OF JOB:	Minimum of two hours per week for one semester, during regularly established school hours.
DUTIES OF JOB:	Work under the direction and in cooperation with the classroom teacher, math teacher, remedial teacher, or other person designated by the principal. Generally, the assignment will include one or more of the following tasks: 1. Giving individual help to individuals or small groups. 2. Preparing math games and teaching materials. 3. Duplicating materials for use in class and at home. 4. Talking with students to help them discover how to apply math skills to real life situations outside of the classroom, (e.g., relationship to purchasing, science, sports, etc.). 5. Clarifying teacher's directions to individuals. 6. Assisting with record keeping. 7. Reviewing previously taught math skills with absentees. 8. Maintaining and repairing special math equipment.
TRAINING PROVIDED:	Pre-service and inservice training will be provided.
VOLUNTEER QUALIFICATIONS:	Ability to relate well with others, especially children and youth; some knowledge and ability in new math; patience and cooperative attitude in working with students; willingness to follow directions.
CONTRIBUTION:	Allow teachers more professional time to spend with class and individual students. Help students develop a more positive attitude toward school and math. Assist in building individual student's self-concept.

TYPE OF WORK: PHYSICAL EDUCATION ASSISTANT

BACKGROUND: In seeking to provide a wider variety of experiences for students through physical education, the need arises for skilled volunteers to work in this area. Then the teacher can better provide for the needs of the individual students.

DURATION OF JOB: Minimum of two hours per week for one semester, during regularly established school hours.

DUTIES OF JOB: Work under the direction and in cooperation with the classroom or physical education teacher. The suggested duties may be classified under three headings. Generally, the assignments will include one or more of the following tasks:

1. Educational Materials Assistant - preparing materials for instruction; maintaining bulletin board displays, operating audio-visual equipment.
    a. Take care of equipment room and equipment.
    b. Make periodic safety checks of equipment.
    c. Help maintain indoor and outdoor playing areas.
    d. Help construct teaching aids.

2. Instructional Assistant - demonstrating skills, assisting individual students, and performing some of the assigned duties of a Clerical Worker or Educational Materials Assistant.
    a. Assist at fire drills.
    b. Enforce safety rules.
    c. Assist at playdays, exhibitions and sports days,
    d. Serve as an official for contests.
    e. Supervise non-participating students.
    f. Assist with physical fitness testing program.

3. Clerical Worker - providing clerical assistance and performing some of the duties of an Educational Materials Assistant.
    a. Check attendance and maintain student records.
    b. Unpack, count and store new equipment.
    c. Distribute and collect equipment.
    d. Make periodic inventory of equipment and supplies.
    e. Duplicating materials for tests, etc.
    f. Assist with correction of objective tests.

TRAINING PROVIDED: Pre-service and inservice training will be provided.

VOLUNTEER QUALIFICATIONS: Interest in sports and physical activity; emotionally mature, dependable, sound character; ability to do clerical work; ability to get along with people, especially youth; willingness to serve; good health.

CONTRIBUTION: Provide opportunities for the teacher and physical education instructor to better serve the needs of the individual students in the program.

TYPE OF WORK:	SPANISH ASSISTANT/INTERPRETER
BACKGROUND:	The increasing numbers of Spanish-speakers in our community, and especially of parents who cannot understand English, make it necessary for our schools to depend on an interpreter to establish effective communication with a large number of homes where only Spanish is spoken.
DURATION OF JOB:	Minimum of two hours per week for one semester, during regularly established school hours.
DUTIES OF JOB:	Work under the direction and in cooperation with a Cuban aide or a native Spanish-speaking teacher. Generally, the assistant interpreter may do one or more of the following tasks: 1. Writing in Spanish - not merely translate - all communications such as announcements, permit slips, etc., that go from the school to the parents in Spanish. 2. Speaking to parents and other visitors in Spanish as they come to the school, and interpreting their needs to the appropriate school personnel in English. 3. Speaking to parents in Spanish in order to interpret school policy and rules during interviews with principal and other school personnel. 4. Interpreting in Spanish for the benefit of newly arrived students during interviews with school personnel. 5. Writing English versions of notes coming from home in Spanish. 6. Writing Spanish versions of notes to parents or comments on report cards written by teachers. 7. Serving as interpreter for Spanish-speaking parents at parent teacher meetings.
TRAINING PROVIDED:	Pre-service and inservice training will be provided.
VOLUNTEER QUALIFICATIONS:	Courteous, friendly manner, ability to speak and write English and Spanish fluently and correctly, as an educated native speaker of either language.
CONTRIBUTION:	Provide effective communication and understanding between school and home in communities that are highly populated with Cubans and other Spanish speaking groups.

TYPE OF WORK: SPECIAL ACTIVITIES VOLUNTEER

BACKGROUND: Schools in Dade County have a number of activities that offer occasional but important support for both instructional and non-instructional programs. Such special activities are often carried out with the cooperation of volunteers.

DURATION OF JOB: As needed by the school for the duration of a particular project.

DUTIES OF JOB: Work under the direction of the principal of the school or his designee. Generally the assignment will include one or more of the following tasks:

1. Serving on school advisory committees, P.T.A.,or special task force.
2. Assisting with the planning and promotion of school events such as carnivals or fairs by preparing decorations and food, setting up and manning booths, serving as social directors.
3. Working in the school store.
4. Chaperoning special events such as plays, dances, athletic meets, field trips.
5. Assisting with the opening/closing-of-school tasks.
6. Assisting with such official school fund raising projects as: selling snowcones, bake sales, etc.
7. Providing transportation for special projects.
8. Assisting with such events as career fairs, American Education Week observances, etc.
9. Serving via special groups such as band parents, team sponsors.
10. Providing special goods or services such as donating food or other items, printing materials, providing meeting facilities, etc.

TRAINING PROVIDED: None

VOLUNTEER QUALIFICATIONS: To be determined by each task organizer based on the specific activity to be accomplished.

CONTRIBUTION: Provides the school with additional personnel and/or resources to use for special occasions.

TYPE OF WORK:	SPECIAL EDUCATION ASSISTANT
BACKGROUND:	Students who are in Special Education classes have special needs and demand more individual attention than the pupil in the "average" classroom situation. A volunteer working in the department of Special Education can assist the teacher as he attempts to provide for the many individual needs of these exceptional students.
DURATION OF JOB:	Minimum of two hours per week for one semester, during regularly established school hours.
DUTIES OF JOB:	Work under the direction of and in cooperation with the teacher. Generally, the assignment will include one or more of the following tasks: 1. Assisting in establishing activity corners. 2. Reading stories to students. 3. Assisting in supervising play activities. 4. Filing written work in the students' work folders. 5. Preparing and duplicating materials for activities and in keeping records of such materials. 6. Giving individual help to students. 7. Operating audio-visual equipment (film projector; film strip projector; listening stations; etc.). 8. Assisting with the supervision of pupils who are going from the classroom to other areas.
TRAINING PROVIDED:	Pre-service and inservice training will be provided.
VOLUNTEER QUALIFICATIONS:	Cooperative and cheerful attitude; willingness to follow directions; interest in students and in their adjustment to school life.
CONTRIBUTION:	Assist exceptional students as they adjust to school life (to build a more positive self-image). Increase the amount of time the teacher has to do actual teaching by assuming a supportive role. Develop a channel of communications between the school and the community regarding the public education of exceptional students.

TYPE OF WORK:	STORY TELLING AND/OR BOOK REVIEWER
BACKGROUND:	Books and reading materials can become a meaningful part of a student's life by introducing him to selected literature through story-tellers and book reviewers. Telling stories or reading parts of a book in an interesting manner may motivate student's interest in a wide variety of reading materials.
DURATION OF JOB:	Minimum of two hours per week for one semester, during regularly established school hours.
DUTIES OF JOB:	Work under the direction and in cooperation with the librarian and/or classroom teacher. Generally, the assignment will include one or more of the following tasks: 1. Checking with librarian and determining what classes will be scheduled on the day of assignment. 2. Obtaining recommendations from teacher or librarian as to kind of story or book to be highlighted. 3. Checking with librarian for appropriate filmstrips or available records. 4. Practicing and preparing at home for one or more classes by becoming familiar with the book or story. 5. Preparing questions which will encourage students to participate in discussion. 6. Telling a story or reading parts of a selected book to one or more classes.
TRAINING PROVIDED:	Pre-service and inservice training will be provided.
VOLUNTEER QUALIFICATIONS:	Warm personality; clear speaking voice; ability to relate well to students and staff; interest in reading and in students; emotionally mature; dramatic flair helpful.
CONTRIBUTION:	Motivate in a very special way student's interest in reading. Build student's self-confidence by identifying with him. Give the librarian more time to utilize her professional training to work with individual students.

TYPE OF WORK:	SUPERVISION ASSISTANT IN THE CAFETERIA, HALLS, PARKING LOT OR PLAYGROUND AREA
BACKGROUND:	Every experience throughout the school day is a learning experience for students, in addition to those planned learning activities within the classroom walls. Between classes, during lunch, on the playground, or before and after school, the volunteer supervisor may offer meaningful assistance to students, as well as serve as a behavior model, for helping students have a successful school experience.
DURATION OF JOB:	Minimum of two hours per week for one semester, during regularly established school hours.
DUTIES OF JOB:	Work under the direction and in cooperation with the school principal, School Volunteer Resource Person, or other person designated by the principal. Generally, the assignment will include one or more of the following tasks. 1. Assisting students, parents, volunteers, or visitors to their destination on the school campus. 2. Helping students and visitors abide by the school rules and policies concerning hall passes, visitor's passes, safety rules, cafeteria policies, etc. 3. Talking with students who are in the halls between classes to help them locate and return to their class or other destination. 4. Communicating with students in a helpful and friendly manner to let them know of your interest in them and their problems. 5. Helping students make an orderly and quiet transition from one area of the school campus to others while they are in such areas as the halls, cafeteria, parking lot, bus loading zone, playground, etc.
TRAINING PROVIDED:	Pre-service and inservice training will be provided.
VOLUNTEER QUALIFICATIONS:	Cooperative attitude; ability to relate well to students and staff; interest in helping individual students adjust to school life.
CONTRIBUTION:	Build student self-concept by identifying with him. Assist in developing and maintaining orderly student movement on the campus. Help students develop a more positive attitude toward school and academic achievement. Develop a channel of communications between the school and the community regarding public education.

TYPE OF WORK: VOLUNTEER INSTRUCTOR/SPECIAL INTEREST CLUB SPONSOR

BACKGROUND: As the schools of Dade County seek to provide a wide variety of experiences for all students, need arises for volunteers who have particular talents or skills and are willing to share these with the students in order to enrich or extend the curriculum.

DURATION OF JOB: To be determined prior to service by mutual consent of the volunteer and the School Volunteer Program.

DUTIES OF JOB: Work in cooperation with the principal or his designee. Generally the assignment will include one or more of the following tasks:

1. Planning the sessions
   a. Determine a scope and sequence for activities or presentations
   b. Select appropriate materials and resources
   c. Arrange for necessary equipment
   d. Identify the characteristics of the students who should participate
   e. Communicate needs to appropriate school personnel

2. Conducting the sessions
   a. Provide intellectual input
   b. Provide appropriate practice
   c. Supervise all activities
   d. Communicate progress to appropriate school personnel

3. Evaluating the sessions
   a. Conduct an evaluation of the program
   b. Communicate any suggestions for change or modification to the appropriate school personnel.

PREPARATION PROVIDED: An orientation session is provided.

VOLUNTEER QUALIFICATIONS: Ability or experience in a particular field; desire to share knowledge or skill with students; interest in enriching or expanding school programs; willingness and ability to be self-directed and dependable.

CONTRIBUTION: Provide to interested students supplementary information and experiences in order to develop knowledge or skills in areas not usually available through the regular school curriculum.

III. HOW DO SVP LEADERS WORK . . . WITH VOLUNTEERS?

Recruitment Methods

Individual recruiting:

1. Encourage peer recruitment: parents recruit parents, teachers recruit teachers, students recruit students, senior citizens recruit senior citizens, etc.

2. Visit homes, stores, newcomers to the community, etc. and take duplicated or printed informational brochures or applications.

3. Establish contact with key community leaders.

4. Approach prospective volunteers on a one-to-one basis at P.T.A. meetings, school fairs, student councils, school assemblies, service clubs, church groups, etc.

5. Start a speakers bureau of volunteers who are knowledgeable enough to serve as a recruitment committee.

Mass or public recruiting:

1. Send letters to homes, organizations, civic groups, etc.

2. Issue news releases to local newspapers, shoppers, house organs, business/trade papers.

3. Sponsor a meeting where a prominent personality will talk about his/her ideas about volunteering.

4. Utilize selected mailing lists.

5. Display posters and paraphernalia in supermarkets, churches, libraries, laundromats, gas stations, restaruants, beauty shops, civic halls, banks, drug stores, carry-outs, etc.

6. Organize and conduct telephone campaigns and chains.

7. Distribute brochures and flyers at community or civic meetings, shopping centers, or conventions.

Delegated recruiting:

1. Contact local chapters of civic, religious and social organizations and ask them to announce the need for volunteers, distribute information and even perhaps appoint a recruitment chairman.

2. Use the faculty and administration of your school. Explore their social and civic contacts.

3. Form a recruitment committee in your school to develop resources and techniques.

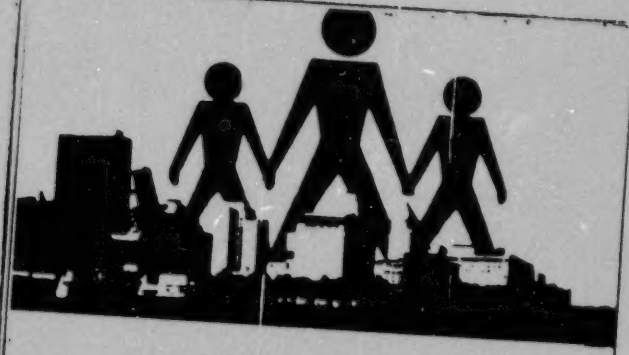
*See the recruitment samples on the next pages.

Name _____

Address _____

Telephone _____

III-2 40



MIAMI'S SCHOOLS NEED YOU

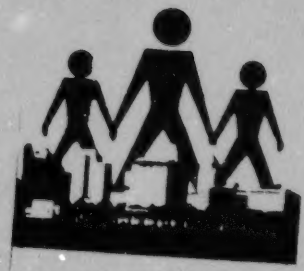
Do you have a special skill or talent? Are you willing to share it? Or perhaps what you have to give is time and an interest in youth. These are very special.

If so, then you will be interested in the School Volunteer Program, a new aspect of the Dade County Public Schools. The school system, in turn, is interested in you.

Fourteen different volunteer jobs are available in selected schools in central Miami, Miami Springs, Coral Gables, Coconut Grove, Miami Beach, North Miami and Norland.

Training is provided if you are interested in contributing a minimum of two hours per week on a regular basis for at least one semester.

(See reverse side for further instructions.)



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IF SO, THEN YOU WILL BE INTERESTED IN THE SCHOOL VOLUNTEER PROGRAM, A NEW ASPECT OF THE DADE COUNTY PUBLIC SCHOOLS. THE SCHOOL SYSTEM, IN TURN, IS INTERESTED IN YOU.

14 DIFFERENT VOLUNTEER JOBS ARE AVAILABLE IN SELECTED SCHOOLS IN CENTRAL MIAMI, MIAMI SPRINGS, CORAL GABLES COCONUT GROVE, MIAMI BEACH, NORTH MIAMI AND NORLAND

TRAINING IS PROVIDED IF YOU ARE INTERESTED IN CONTRIBUTING A MINIMUM OF TWO HOURS PER WEEK ON A REGULAR BASIS FOR AT LEAST ONE SEMESTER.

CALL OR WRITE

School Volunteer Program

Dade County Public Schools

and

NEEDED

S C H O O L V O L U N T E E R S

as

Hall Monitors, Classroom Assistants, Tutors, Storytellers, Library Assistants, Advisors For Girls' Hobbies, Advisors For Boys' Hobbies, Office Assistants, Physical Education Assistants, Clerical Assistants, Arts and Crafts Assistants, Special Interest Speakers (Poets, Book Reviewers, Novelists, Etc.) Special Education Assistants

for

D A D E C O U N T Y S C H O O L S

.....

You are needed at school as a School Volunteer to assist and share in the educational program for all children. No training is necessary. We will train and assist you to do the volunteer work you select.

Please sign the tear-off and return it immediately with your child. We will contact you and give further information.

****

TEAR OFF HERE

Name _____ Address _____

Child's Name _____ Room Number _____

Telephone Number _____

I will participate in the School Volunteer Program. Yes ___ No ___
The best time of day to call me is: Morning _____ Afternoon _____

Evening _____

SE SOLICITAN

VOLUNTARIOS

que puedan compartir su tiempo y sus talentos con los estudiantes de las Escuelas Publicas del Condado de Dade. Pueden ofrecer su valiosa cooperacion en las aulas, en la biblioteca, en la oficina, o en la clinica.

.....

SE NECESITAN

VOLUNTARIOS

que ayuden a enriquecer el programa de las Escuelas Publicas del Condado de Dade. No se requiere experiencia. Se ofrecera entrenamiento a los voluntarios en el trabajo que seleccionen.

Sirvase firmar y devolver esta planilla con su hijo si Ud. puede y desea participar como voluntario en la escuela de su eleccion.

.....

Nombre _____ Direccion _____

Nombre de su hijo _____ Aula # _____

Telefono _____

Si ____ No ____ participare en el Programa de Voluntarios.

La mejor hora para llamarme es:
____ por la manana ____ por la tarde ____ por la noche.

HELP!

OUR VOLUNTEER PROGRAM

"GET OFF" TO A FLYING START--

Volunteers are playing an increasingly vital role as members of the educational team. You can improve instruction by permitting more individual help for students, under the direction of a teacher. Parents, business and professional people, retirees, college students, high school and junior high students are all needed as school volunteers in Dade County Public Schools. You may choose the hours and type of service and may even earn college credit while working at the job of your choice. If you cannot volunteer an hour or two a week on a regularly scheduled basis, you may choose to be listed in the Community Resource Guide as an occasional volunteer talking with students about your career, hobbies, or travels.

Return this form to your child's teacher and become a very special person--a school volunteer!

Name_____ Telephone_____

Circle the day(s) available M T W TH F Time_____

Area of Interest_____

DON'T BE LEFT OUT IN THE

BE A **SCHOOL VOLUNTEER**

YOU'LL RECEIVE A **WARM**

'welcome'

Volunteers are playing an increasingly vital role as members of the educational team. You can improve instruction by permitting more individual help for students, under the direction of a teacher. Parents, business and professional people, retirees, college students, high school and junior high students are all needed as school volunteers in Dade County Public Schools. You may choose the hours and type of service and may even earn college credit while working at the job of your choice. If you cannot volunteer an hour or two a week on a regularly scheduled basis, you may choose to be listed in the Community Resource Guide as an occasional volunteer talking with students about your career, hobbies, or travels.

Return this form to your child's teacher and become a very special person--a school volunteer!

Name_____ Telephone_____

Circle the day(s) available M T W TH F Time_____

Area of Interest_____

SAVE...

...A FEW HOURS FOR US!!!

INVEST YOUR TIME IN THE SCHOOL VOLUNTEER PROGRAM!!

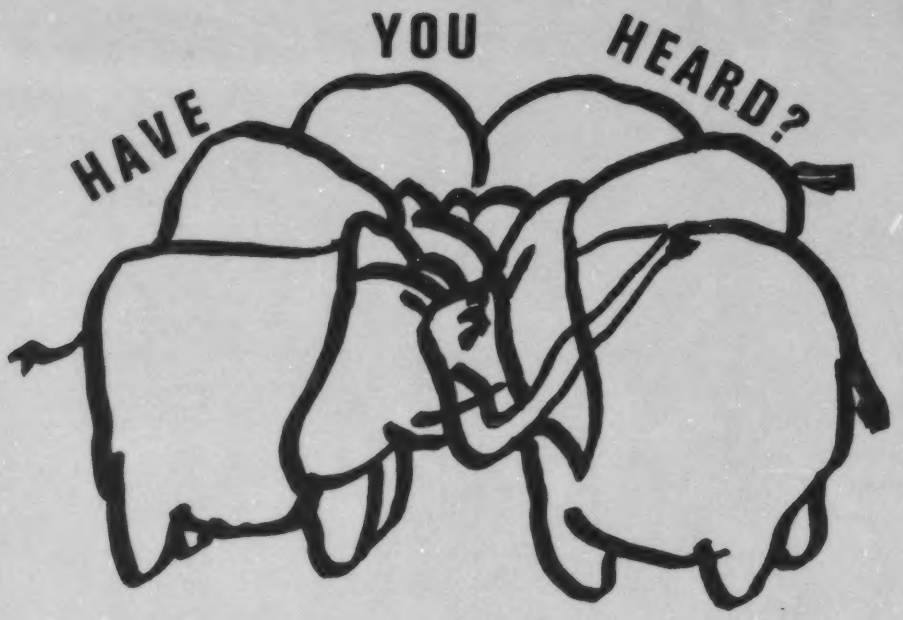
Volunteers are playing an increasingly vital role as members of the educational team. You can improve instruction by permitting more individual help for students, under the direction of a teacher. Parents, business and professional people, retirees, college students, high school and junior high students are all needed as school volunteers in Dade County Public Schools. You may choose the hours and type of service and may even earn college credit while working at the job of your choice. If you cannot volunteer an hour or two a week on a regularly scheduled basis, you may choose to be listed in the Community Resource Guide as an occasional volunteer talking with students about your career, hobbies, or travels.

Return this form to your child's teacher and become a very special person--a school volunteer!

Name _____ Telephone _____

Circle the day(s) available M T W TH F Time _____

Area of Interest _____



ABOUT

SCHOOL VOLUNTEERS

Volunteers are playing an increasingly vital role as members of the educational team. You can improve instruction by permitting more individual help for students, under the direction of a teacher. Parents, business and professional people, retirees, college students, high school and junior high students are all needed as school volunteers in Dade County Public Schools. You may choose the hours and type of service and may even earn college credit while working at the job of your choice. If you cannot volunteer an hour or two a week on a regularly scheduled basis, you may choose to be listed in the Community Resource Guide as an occasional volunteer talking with students about your career, hobbies, or travels.

Return this form to your child's teacher and become a very special person--a school volunteer!

Name_____ Telephone_____

Circle the day(s) available M T W TH F Time_____

Area of Interest_____

BIG NEWS

OUR 'SCHOOL VOLUNTEER PROGRAM'

is expanding!!

Volunteers are playing an increasingly vital role as members of the educational team. You can improve instruction by permitting more individual help for students, under the direction of a teacher. Parents, business and professional people, retirees, college students, high school and junior high students are all needed in the School Volunteer Program of Dade County Public Schools. You may choose the hours and type of service and may even earn college credit while working at the job of your choice. If you cannot volunteer an hour or two a week on a regularly scheduled basis, you may choose to be listed in the Community Resource Guide as an occasional volunteer talking with students about your career, hobbies, or travels.

Return this form to your child's teacher and become a very special person--a school volunteer!

Name_____ Telephone_____

Circle the day(s) available M T W TH F Time_____

Area of Interest_____

JOIN THE CREW!

"HELP-MATES" ARE NOW BEING RECRUITED

Volunteers are playing an increasingly vital role as members of the educational team. You can improve instruction by permitting more individual help for students, under the direction of a teacher. Parents, business and professional people, retirees, college students, high school and junior high students are all needed as school volunteers in Dade County Public Schools. You may choose the hours and type of service and may even earn college credit while working at the job of your choice. If you cannot volunteer an hour or two a week on a regularly scheduled basis, you may choose to be listed in the Community Resource Guide as an occasional volunteer talking with students about your career, hobbies, or travels.

Return this form to your child's teacher and become a very special person--a school volunteer!

Name_____ Telephone_____

Circle the day(s) available M T W TH F Time_____

Area of Interest_____

Interviewing Ideas

This initial orientation to the job that the interviewer gives the new volunteer is but the start of what should be a continuous ongoing daily supervision and training program. The interview should begin by making the volunteer's duties, responsibilities, rights, and privileges clear to him as well as the advantages, attractions, limitations, and problems of volunteering.

Points to be covered in the interview may include:

1. Is this job for a professional? Will the volunteer displace a paid professional? Will the volunteer displace a paid worker for whom there is money budgeted?

2. Are the job hours and requirements fixed and mandatory or can they be adjusted more nearly to fit the needs of the volunteer?

3. Is there an exact job description to guide the volunteer or is one not necessary? Have the facilities that are to be used or the equipment that is necessary or available to the volunteer been discussed?

4. What are the channels of authority? Where and how can the volunteer get help with daily problems? To whom does the volunteer report? What agency and community resources are available to help the volunteer? Has he been given any source materials available for his study?

Hints on Placement

Assign the volunteer to a job as soon as possible while his enthusiasm is high. If, however, his job is not ready, suggest that the volunteer take a short course in an area that will help him with his volunteer work. (first aid, home nursing, crafts, etc.) If such a course is not available, the volunteer might be invited to visit some of the agency's events, such as a meeting, open house, tour of the facilities, luncheon, exhibit, or a reception of some type. Or, the volunteer might be able to help with some special event or project that is being prepared or conducted while he waits for his job to begin.

Make the volunteer's first assignment a short one. Sometimes the volunteer is not certain that he will like a particular assignment or you are not certain that the assignment he has requested is right for him. Let the volunteer work in the assignment for a week and observe his work and attitude closely. If the initial assignment is made for a short time, it will be easier to transfer him to some other job or release him entirely if the job is not suitable.

In addition, some volunteers prefer an assignment with a definite terminal date, for it affords the volunteer an opportunity to try out a job and to retire gracefully if necessary. Many times a person does not know

his future plans when he decides to volunteer. Circumstances in his life may change which will cause him to discontinue his volunteering. Furthermore, some volunteers are reluctant to commit themselves for an indefinite period.

Begin small. The first assignment should be simple enough to insure the volunteer's success and should contain elements of pride and satisfaction for the volunteer. An initial assignment that is too difficult will cause frustration, and frustration or failure at the onset are deadly as they sometimes impel a good volunteer to change his mind about volunteering.

Provide some choice for the volunteer. If possible, after reviewing the volunteer's application and considering the needs of the school, try to present two or more assignments so that the volunteer may select the one that he feels best suits him.

In addition, when considering assignments for a new volunteer, remember that most volunteers shy away from jobs that are similar to their regular work. An office worker may not prefer to do office work as a volunteer. Likewise, a housewife with six small growing children may not like a similar responsibility. The volunteer's assignment should be different, challenging, interesting, and require either the application of new skills or the new application of old skills.

Remember that he is a volunteer. Personal, home and regular job duties and responsibilities come first in a volunteer's life. Be sure to consider this not only in placing the volunteer but also in evaluating his work.

Hints on Placement

Placement of volunteers can be done by the resource person, volunteer chairman, teachers, counselors or volunteers themselves, depending on the needs of the school.

Volunteers should be placed as quickly as possible.

Some suggested methods of placement:

A. Resource person or volunteer chairman can make placement by sorting volunteer applications into job categories (tutors, clerical, listeners, etc.). Match jobs desired with needs assessment survey.
B. Allow volunteers to select their own assignment. A large wall chart could be posted listing all teacher needs, days, and times.
C. Print up a master list of volunteers divided into job categories, talents, and times available. Teachers, either individually or at grade level meetings, can select their volunteers.

Give volunteers their assignments (phone call, letter, or printed form) and starting dade. If the volunteer has missed the orientation, provide additional information relating to school policies, absences, etc.

Alert teacher to volunteer assignment and starting date. Teacher and

volunteer should ideally have a planning conference before assignment begins.

Prepare master lists of all volunteers and their assignments for resource person, volunteer chairman, and principal.

College Credit for Volunteer Service

All persons who serve as school volunteers in the Dade County Public Schools have the opportunity of receiving up to nine college credits from the Miami-Dade Community College. High school students wishing to begin their college career in an early admissions program, students currently enrolled in Miami-Dade Community College, parents, retired senior citizens, and other interested persons from the community are all eligible to register for three credits in either SOW 270 (Human Service Field Experience #1), SOW 271 (Human Service Field Experience #2), or EDU 280 (Educational Service Field Work). For each three credit course, the school volunteer serves 120 volunteer hours in the Dade County Public Schools, working under the direction of and in cooperation with a certified teacher to enrich and extend the curriculum. Volunteers may work in any one of eighteen regular volunteer job classifications:

Arts and Crafts Assistant
Audio-Visual Assistant
Classroom Assistant
Clinic Assistant
Clerical Assistant
Counselor's Assistant
Language Arts/Reading Tutor
Library/Media Center Assistant
Listener
Mathematics Tutor
Physical Education Assistant
Special Education Assistant
Storyteller/Book Reviewer
Supervision Assistant
Spanish Translator
Special Activities Volunteer
Special Course Instructor
Special Interest Club Sponsor

If You Have Decided That You Would Like To Earn College Credit For Your Volunteering . . .

1. Obtain a mail-in application form at the beginning of your volunteer experience by calling the Registrar's Office of the Miami-Dade Community College, North Campus. If you are a student in Dade County Public Schools, you will need a High School Student Early Admission form as well as the mail-in application form.

2. Complete the form or forms. In the Course Selection section of the application form, fill in one of the following course numbers and titles: EDU 280 or SOW 270 (if these are your first 120 hours of volunteer services), SOW 270 or SOW 271 (if these are your second or third). In the "Days and Time" sections put T.B.A., which means To Be Announced. Current "Course Sequence" Numbers may be obtained by calling Nancy Wylie, at Miami-Dade North, 685-4215.

3. Attach your check or money order for $36.00, payable to Miami-Dade Community College, which is the current tuition rate for one three-credit course. In addition, if you have never before enrolled in Miami-Dade Community College, you must pay a $5 application fee, which is a one-time charge to process your application papers. So, if you are a NEW STUDENT to Miami-Dade Community College, your tuition rate will be $41.00; if you have previously enrolled at some time at Miami-Dade Community College, your tuition rate for this course will be $36.00.

4. Send your completed application form and check or money order to: Office of Admissions, Miami-Dade Community College - North Campus, 11380 N.W. 27th Avenue, Miami, Florida, 33167.

5. Call the Registrar's Office of the Miami Dade Community College - North Campus after you have received notification of acceptance and make an appointment to register. The letter notifying you of acceptance may already include a time and date for registration. If not, call the Registrar's Office.

Then . . .

Volunteer a total of 120 hours. Be sure that an accurate record is kept of your volunteer hours on the School Volunteer Attendance Record at your school. Sign in and sign out on the attendance record each day you volunteer. At the end of the 120 hours, have your principal write a letter verifying your completed hours, enclose it with a copy of your Attendance Record, and send both to Nancy Wylie, Social Science Department, Miami-Dade Community College - North Campus. Your Principal will then be sent an evaluation form which should be completed and returned to Nancy Wylie.

SAMPLE ORIENTATION AGENDA

GUIDELINES FOR SCHOOL ORIENTATION PROGRAM

I. Welcome and Introduction

A. Volunteer Personnel
B. School Personnel

II. Philosophy of Volunteering

III. History, Purpose and Objectives of the Program and Its Role in the Community

IV. Administration

A. Channels of Communications

B. School Policies

1. Dress and Behavior
2. Health Exam Requirements
3. Liability (Insurance)
4. Fund Raising
5. Discipline
6. Releasing Children to Adults
7. Visitors
8. Students leaving classroom
9. Teacher leaving classroom
10. Books sent home
11. Notes and letters sent home
12. Lost and found
13. Emergency calls during school hours and use of phone
14. Use of custodial services
15. Working in child's classroom
16. Parking
17. Teachers' lounge

V. Volunteers

A. Responsibilities

1. Conviction that what you are doing is right
2. Interest in helping a child
3. Dependability
4. Loyalty
5. Willingness to learn and accept supervision
6. Confidentiality

a. staff
b. child
c. school records

7. Absences (procedures to follow)
8. Checking in and out (time sheet)
9. Reading posted bulletins and newsletters
10. Acceptance of all school rules

B. Rights

1. To be treated as a co-worker
2. To have a job description, for duty to be performed
3. Suitable assignment - with consideration for personal preference, experience, and education.
4. To know as much about the program and the school as possible
5. To be trained for a specific job, when training is necessary
6. Continuing training on the job
7. Sound guidance and direction
8. Opportunity to be heard
9. Recognition and placement

VI. Additional related topics

A. Establishing relationship with the child

B. Understanding of the learning process

C. Understanding of the community in which the volunteer is involved, if other than her own

VII. Tour of plant

A. Classroom observations or demonstration

B. Facilities and regulations of the building

1. Sign in and out location
2. Traffic patterns, entrances, exits
3. Fire drill routes and locations
4. Lavatory locations (children and adults)
5. Supply and book rooms
6. Location of audio visual equipment
7. Work rooms
8. Eating facilities
9. Parking facilities
10. Smoking facilities and/or teachers' lounge

WORKING WITH PEOPLE

A two-way communication process is essential in the establishment of working relationships. Often, with the enabling (helping) process, non-verbal communication is equally as important as verbal communication. You will establish positive relationships with people when you show:

1. Respect for the dignity of the person.
2. Trust in the individual.
3. Attitudes of care and concern for people.
4. Readiness to share purpose of visit or conversation.
5. Good listening habits.
6. Good observing techniques.
7. Offers of requested information or help.
8. Requests for needed information or help.
9. Sharing information on a realistic and truthful basis about what can be done, as well as what cannot be done.
10. Assurance of confidentiality when this is possible.
11. Recognition of the strengths of a person.
12. Encouragement for use of those strengths.
13. Recognition of helplessness of a person or situation.
14. Offer of appropriate help when and wherever possible through the enabling process.
15. Permission of dependency.
16. Patience.
17. A sense of humor.
18. Ability to take criticism.
19. Ability to laugh at one's self.
20. Capacity for admission of mistakes.
21. Capacity for saying, "I don't know, but I'll try to find out."
22. Recognizing the feelings and attitudes that interfere.
23. Dependability (keeping one's promises).
24. Follow-up visits or telephone calls.
25. Greater concern for needs of person than for own needs in terms of time, convenience, etc.
26. Regard for people's physical and emotional well being.
27. Readiness to let people work out their own plans and do not impose yours.
28. Ability to offer alternatives.
29. Ability to let people set their own controls, not imposing yours.
30. Readiness to give praise whenever appropriate.

How to Retain Volunteers

Remember that volunteers can not be thanked too many times.

Include the volunteers in planning. It's a good idea to work with the volunteer encouraging his suggestions instead of just planning his work for him from start to finish.

Check often with the volunteers to let them know you are interested and they are needed.

Show a genuine interest in the volunteers and they will show a genuine interest in the school and its volunteer program.

Know and care about each individual. Remembering personal things about the volunteers such as birthdays, etc. and send cards or remembrances.

Be flexible. Remeber that they are volunteers and always try to fit into their schedule. When a real emergency comes along, the volunteers will be more apt to come through for the school.

Assign the volunteers jobs that will keep them busy and interested and encourage the school staff to tell the volunteers how helpful they are.

Assign tasks that will increase skills and knowledge of the volunteers.

Evaluate the job ofthe volunteers often so that it does not become stale, or the volunteers do not become stale on the job.

"Step-Up" assignments in terms of responsibility if the volunteers appear to be becoming bored or stale.

Involve the volunteers in the decision-making process of the school volunteer program since this will give them a real sense of involvement.

Watch for fading of interest, such as absenteeism. If signs occur, change the assignment or add more responsibility.

Be certain to know the reasons WHY a volunteer leaves if one decides to leave the program. Satisfied school volunteers usually stay forever although some volunteers do need to go on to other fields. If a schools attrition rate is high, a study of the reasons volunteers are leaving should be made as it may show where the program has fallen down.

Give awards and recognition to stress their importance and show appreciation.

Give daily pats on the head instead of relying totally on awards functions or ceremonies to thank the volunteers.

Remember that volunteers can not be thanked too many times.

How to Express Appreciation

Say "thank you" every time the volunteer comes.

Give a daily smile or word of appreciation whenever possible. Make the volunteer really feel needed.

Send letters and cards of thanks.

Recognize the volunteer as a individual by sending birthday cards, etc. to remember significant events in his life.

Have school administrator occasionally say "thank you" at school volunteer group meetings.

Give official recognition at meetings and individual conferences.

Give awards that are meaningful, such as pins, charms, badges, etc. at some sort of recognition ceremony at least once a year.

Arrange for staff members who are involved in the volunteer program to take part in and share in the recognition.

Express appreciation personally as well as with certificates to lend importance to each volunteer's effort.

Plan teas or receptions for volunteers.

Give constant, heartfelt, and sincere "thank you's" every day.

Set up meetings with volunteers to provide them with feed-back as to their contributions to the school and the volunteer program.

"in nothing do men more nearly
approach the gods than in doing
good for their fellowmen."

CICERO

VOLUNTEER VIEWPOINT*

If you want my loyalty, interests and best efforts, remember that....

1. I need a SENSE OF BELONGING, a feeling that I am honestly needed for my total self, not just for my hands, nor because I take orders well.

2. I need to have a sense of sharing in planning our objectives. My need will be satisfied only when I feel that my ideas have had a fair hearing.

3. I need to feel that the goals and objectives arrived at are within reach and that they make sense to me.

4. I need to feel that what I'm doing has real purpose or contributes to human welfare--that its value extends even beyond my personal gain, or hours.

5. I need to share in making the rules by which, together, we shall live and work toward our goals.

6. I need to know in some clear detail just what is expected of me--not only my detailed task but where I have opportunity to make personal and final decisions.

7. I need to have some responsibilities that challenge, that are within range of my abilities and interest, and that contribute toward reaching my assigned goal, and that cover all goals.

8. I need to see that progress is being made toward the goals we have set.

9. I need to be kept informed. What I'm not up on, I may be down on. (Keeping me informed is one way to give me status as an individual.)

10. I need to have confidence in my superiors--confidence based upon assurance of consistent fair treatment, or recognition when it is due, and trust that loyalty will bring increased security.

In brief, it really doesn't matter how much sense my part in this organization makes to you--I must feel that the whole deal makes sense to me!

*By J. Donald Phillips, President of Hillsdale College
Hillsdale, Michigan

HOW DO SVP LEADERS WORK . . .

WITH THE SCHOOL STAFF?

To create better understanding between volunteers and staff in the schools, guidelines should cooperatively be established as to the role of each. The following are suggestions to be considered in developing these, and upon completion and approval by administrative and teaching staff, volunteer coordinators, and administrative and service volunteers, the statements should be printed, to be used for teachers and volunteers' orientation and distribution to all.

HOW TO CREATE BETTER UNDERSTANDING BETWEEN SCHOOL VOLUNTEERS AND SCHOOL STAFF[1]

Keep lines of communication open so that problems can be talked about before resentments build up.

Be certain placement is mutually satisfactory to volunteer and staff.

Have informal get-togethers to discuss mutual concerns.

Explain that criticism of staff or volunteer by either will not improve education.

Talk to each volunteer separately to learn about their feelings and problems and build a continuing communication.

Be certain that volunteers understand school staff responsibilities.

Hold joint staff and volunteer meetings often enough to give them a chance to get to know each other's point of view; encourage and facilitate talking about problems they are experiencing, in working together.

Keep an open mind.

Utilize volunteer's job description for both staff and volunteer orientation, so that duties may be understood by all.

Combine recruitment of volunteer with honest orientation that staff needs their help; if they are recruited under false pretenses, they may resent having a job turned over to them for which they believe staff is "getting paid - I'm not".

Reiterate constantly the role of the staff and the role of volunteer in your school, in initial orientation and in training sessions.

Have both volunteers and staff mutually draw up procedures for joint functions.

Have school staff prepare information concerning their role in the volunteer program, and their valuation of the volunteer as their service relates to the student.

Try to have more school staff at volunteer training sessions; they usually can't attend because time isn't budgeted for this. Utilize as many as possible as trainers.

[1] Adapted from materials from Los Angeles, California, SCHOOL VOLUNTEER PROGRAM

Have school staff explore ways they can use volunteer assistance; help them see that the volunteer can be of substantial help in supplying supplemental and supportive services.

Conduct orientation programs for school staff on "How To Work With Volunteers", indicating for example, that volunteers generally can't be expected to keep the same hours (8:00 AM!!!) as staff, etc.

Have school staff cooperate in giving recognition to volunteers, thereby showing a real interest in the job being performed by the volunteers.

Get them acquainted on a social basis. The friendly chat and cup of coffee can work wonders. Make the staff aware of the fact that volunteers are people too.

Permit volunteers to know and help all of the staff.

Provide staff and volunteers opportunity to cooperatively bring about desirable changes, within school policies.

Create situations for mutual responsibilities.

Orientation of staff is as important as orientation of the volunteer about the entire program. Each new staff member must be educated about utilization of volunteers immediately. If job descriptions are carefully outlined, the paid staff will know the volunteer isn't there to take over. Clerical staff needs as much preparation as professional staff--indeed, perhaps more as experience indicates that too often the treatment given volunteers by clerical staff is far from good.

Develop positive attitude in all team members.

HOW TO CONVINCE THE STAFF THE VOLUNTEER IS NOT A THREAT

Explain to the staff that the volunteers' services are to augment staff services, and NOT to replace them. It can be helpful to point out those school needs which are not being met by staff,and talk in terms of the assistance a volunteer might give the staff in meeting these needs.

Help staff analyze their attitude toward having an adult "outsider" in their class.

Make the staff see how much more they can do if freed of some of the menial and time-consuming tasks which are appropriate for volunteers to do.

Assure school staff that administration is willing to listen and act upon their complaints about volunteers.

Explain that in most cases a volunteer is a threat only if he is not properly oriented or does not understand his role and the role of the staff member. This is a problem of personal relationship.

By keeping communication open.

Establish an initial meeting for both volunteers and school staff, wherein each would have the opportunity to discuss expectations, limitations, and roles to be assumed.

Formulate clear, definite job descriptions for volunteers, IN WRITING, and reviewed and revised as needed from time to time.

HOW TO CONVINCE STAFF THAT THERE MAY BE TIMES WHEN THE VOLUNTEER SHOULD ASSUME FULL RESPONSIBILITY FOR A JOB

Assure school staff that volunteer has experience and knowledge of the job, particularly if volunteer has more experience or expertise than the staff, in a particular area.

The staff person in charge must be secure enough to relinquish his authority to a volunteer in certain situations without feeling threatened. Many schools involve volunteers in various projects in which they have a special talent or interest. This supplements the classroom offerings of the teachers, and enriches program for the children.

Give the school staff proper training in the utilization of volunteers.

Explain the volunteer's qualifications.

Show school staff examples of situations which are appropriate for the volunteers to handle alone.

Use areas of competence as a basis for letting volunteers take responsibility.

If a volunteer is to be used to his full potential, he MUST be allowed to take responsibility when appropriate. Sometimes they must make mistakes in order to learn.

Assure school staff that this will release them for more important activities.

Have "brain-storming" sessions with school staff as to what creative, new things the volunteers could be doing.

School staff members should never forget that ideally, school work is a partnership between staff and volunteers -- that the volunteers are the experts in some areas and the staff, experts in others.

Meet with staff and share with them the "why and wherefores" of the volunteer program.

Meet periodically with school staff and interpret the work volunteers are doing.

Help staff to recognize volunteers' strengths and improve the weaknesses.

Help school staff understand the role of citizens who support public schools and the importance of this community support.

Build the ego of the school staff so they are self-assured enough not to be threatened.

Explain that leading is accomplished through generating cooperation.

Let the volunteer's services to the student convince the staff of their worth.

Be sure school staff knows something about volunteering and volunteers. It would be wonderful if each staff person had to do some volunteer work in another agency, just to experience the way a volunteer feels.

If the staff member is not convinced that volunteers can help, before they are introduced into the program, he will need to have the experience of working with and through a volunteer before becoming convinced. Talking with colleagues may help the staff to "try", but only working with volunteers will truly convince staff that help from a volunteer is a way to help him do what he needs to be done.

Have staff assist in defining the rights and privileges of volunteers.

By conviction and enthusiasm of school principals for the volunteer program, and by using staff to supervise and direct volunteers.

Outline job descriptions specifically as to who does what, how, when and why.

Involve school staff cooperatively in planning.

HOW TO KEEP THE SCHOOL VOLUNTEERS FROM ASSUMING STAFF RESPONSIBILITIES

Watch for early indications of this happening, and transfer the volunteer's activity to something which will continue to give responsibility and satisfaction, but not allow take-over.

Be definite on limits of volunteer's job and the school staff duties.

Clearly define the chain of command, and stress the necessity of observing it, during orientation and placement.

Make the differentiation early and FIRMLY.

Provide careful and specific orientation and training as to regulations and procedures of school and provide for joint meetings of volunteers and staff.

HOW DO SVP LEADERS WORK . . .

WITH THE AREA SPECIALISTS AND SVP COORDINATOR?

HOW TO KEEP COMMUNICATION LINES OPEN

Without constant communications, a volunteer movement can shrink to isolated single school efforts and eventually just wither away. Programs which seem to have a real impact on the total community are those which show a strong united front and communications is the key. One of the major duties of school-level SVP leaders is to serve as the basic link in this all important communication's chain. In order to simplify the communicating of information required for area, county and federal records, many forms used by SVP Chairman and Resource Persons have been condensed and revised.

Although official attendance and statistical records are important, there are other communication channels which need regular attention. The individual volunteers, themselves, appreciate being kept up-to-date in volunteer activities and school events. A bulletin board for volunteers located at an easily accessable spot in the main office, library, or lounge area can serve to inform both faculty members and volunteers of pertinent happenings. The P. T. A. newsletter or regular school newspaper can help keep both the student body and parents aware of the scope of volunteer activity.

County-wide awareness and communication will be expanded this year. In addition to the regular newspaper, radio and public television coverage, the SVP will have its own weekly television show on Channel 2. SVP leaders can encourage all interested persons to watch by organizing viewing parties, making viewing reminder announcements over the school's P.A. system, arranging for refreshments for viewers, leading follow-up discussions, and forwarding comments and suggestions to the central SVP office. As another county-wide communication activity, the SVP will continue to publish its monthly newsletter,

"Esprit de Corps." School-level SVP leaders are urged to submit human interest stories, announcements of special events, and highlights of volunteer activities to the central SVP office. In order to make the collection of information easier, the SVP Chairman or Resource Person may wish to ask one person from each component (parents, Turn About students, college students, business/industry representatives, and senior citizens) to serve as the reporter for his group. All such information should be sent to the central SVP office.

A last note about communications. The Area Specialist is there to provide help and support to you, but she needs to hear from you. Please call her regularly to brag, complain, question, rant or rave, but do keep in touch.

IV. WHAT FORMS DO SVP LEADERS USE . . .

PRIMARILY FOR EACH SCHOOL'S RECORD?

HOW TO USE THIS FORM ⟶

The SVP Volunteer Request Form is to be used by the Volunteer Resource Person or Volunteer Chairman to determine the specific needs of individual teachers who are interested in using volunteers. The information may be gathered by:

1. Taking names of teachers following a faculty presentation on the School Volunteer Program.

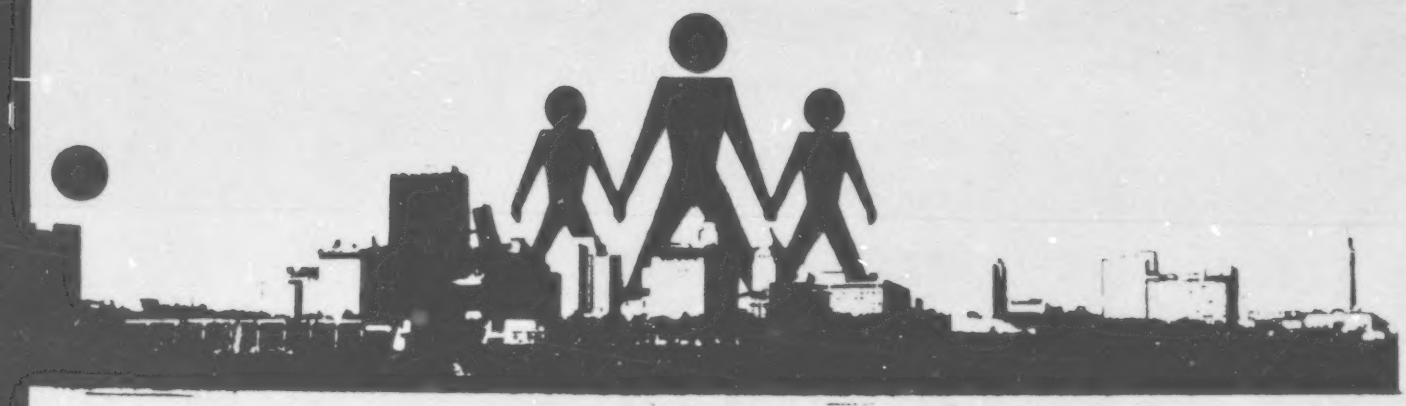
2. Interviewing individual teachers.

This form should then become the basis for the placement of volunteers.

Additional copies may be:

1. Secured by calling the SVP Office.

2. Made on a copying machine.



VOLUNTEER REQUEST FORM

Name of School: _____ Mail Code _____ Area _____

Address of School: _____ Phone _____

Principal: _____ Phone _____

SVP Resource Person: _____ Phone _____

SVP Volunteer Chairman: _____ Phone _____

Type of Schedule: Regular _____ Quinmester _____ Split Shift _____

Total Number: Of Students _____ Of Teachers _____

Teacher's Name	Subject Taught or Responsibility	Type of Vol. Needed	Job Description	Days	Times
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					

PROCEDURES FOR IMPLEMENTING B-2 VOLUNTEER MODULES WITH TEACHERS

1. The School Volunteer Resource Person presents an orientation of the volunteer program to the faculty and then makes the necessary arrangements with the Principal if the program is to be implemented.

2. The Principal sends a letter of intent, containing the name of the Resource Person, to the Area Director, requesting the B-2 Volunteer Program.

3. The Area Director signs and forwards the letter to the Director of Staff Development.

4. A "Starter Kit" is then sent to the Resource Person containing the following:

   a. Authorization from the Director of Staff Development to proceed

   b. Materials for teachers:

      1) B-2 Master Plan Point Report Form(s)
      2) Log Card(s)

   c. Materials for volunteers—SVP Volunteer's Training Record(s)

   d. List(s) of B-2 Modules, showing Component Number, Cluster Title, Module Title, Master Plan Points awarded module, and Activity Classification (basic or updating)

5. Each teacher or volunteer participant, with the assistance of the Resource Person, determines which B-2 Volunteer modules would be most beneficial. The Resource Person then schedules the program accordingly, requesting filmstrips, tapes, modules, booklets, consumables, and any other materials needed.

6. The School Volunteer Resource Person distributes "A Log of Module Progress" to each teacher participant who is ready to begin a module, and upon completing of the module, verifies that the objectives have been achieved. The number of Master Plan points earned and the category in which they were earned should also be recorded on the "Log". Although volunteers will not be working toward Master Plan points, their module record should be kept on the SVP Volunteer's Training Record.

7. As an individual teacher completes a module, the information on the "Log Card" should be transferred to the "B-2 Master Plan Point Record Form."

8. When the teacher completes his B-2 program, the "Log Card" and a "B-2 Master Plan Point Report Form", in duplicate, should be sent to the B-2 Coordinator at Staff Development in order that credit earned may be recorded.

9. A validated copy of the "Master Plan Point Report Form" will be sent from the Staff Development Department to the teacher as a receipt of credit earned. A copy will be sent to the Area Director.

B-2 MASTER PLAN POINT REPORT FORM

THIS FORM TO BE USED TO RECORD B-2 MODULES COMPLETED BY:

Last Name _____ First _____ Middle _____

Employee Number _____ Social Security Number _____

School Name _____ School Code _____

Title _____ Grade Level _____

AT THE END OF EACH SCHOOL SEMESTER THIS FORM SHOULD BE SENT IN DUPLICATE TO:

Staff Development
School Mail Code: A-1
Lindsey Hopkins Building

THE MODULES COMPLETED BY THIS PARTICIPANT ARE AS FOLLOWS:

Cluster	Module	Beginning Date	Completion Date	M.P. Points	Category (B or U)

Total Points (Basic) _____ (Updating) _____

The signature of the Resource Person and the Principal must be affixed to this form verifying the participant's successful completing of the above B-2 modules and validating Master Plan Points tr be given.

Resource Person _____ Date _____

Principal _____ Date _____

For Office Use & Receipt for Participant

PIP Credits _____

Master Plan Points _____

Mailed to Participant _____

Certified by _____
Registrar

MIS-0044

VOLUNTEER'S TRAINING RECORD

Volunteer's Name: _____ Type of Service: _____

Home Address: _____ Telephone No.: _____

School: _____ Principal: _____

SVP Resource Person: _____ Teacher: _____

SVP Volunteer Chairman: _____ District Specialist: _____

Modules Completed (See Back)	Workshops Attended	Date	Other	Date

LOG OF MODULE PROGRESS

DATE	MOD. NO.	OBJ. NO.	NUMBER OF HOURS	SIGNATURE OF VERIFIER

WHAT FORMS DO SVP LEADERS USE . . .

PRIMARILY FOR AREA/COUNTY/FEDERAL RECORD?

HOW TO USE THIS FORM——————————→

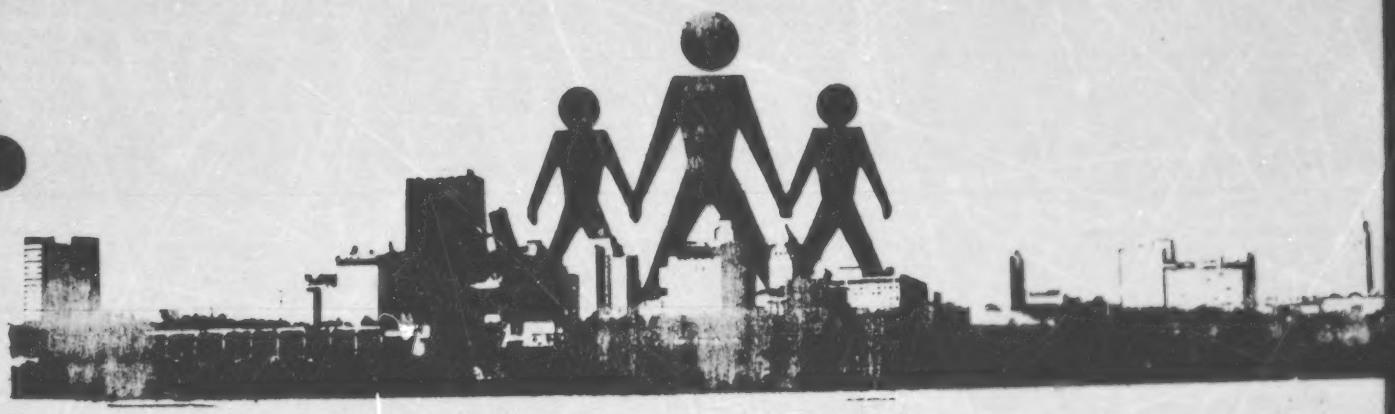
The SVP Resource Person Identification Form is to be filled out at the beginning of the year by the school staff member who has been appointed by the principal to serve in this role.

This form should then be given to the Area Specialist for filing.

Additional copies may be:

1. Secured by calling the SVP Office.

2. Made on a copying machine.



SVP RESOURCE PERSON IDENTIFICATION FORM

NAME OF SCHOOL_____ MAIL CODE_____ AREA_____
ADDRESS OF SCHOOL_____ PHONE_____
PRINCIPAL_____ PHONE_____
SVP RESOURCE PERSON_____ PHONE_____
SVP VOLUNTEER CHAIRMAN_____ PHONE_____

SVP RESOURCE PERSON'S SCHEDULE (19__ to 19__)

Period	Time		Class or Assignment	Room
	From	To		
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

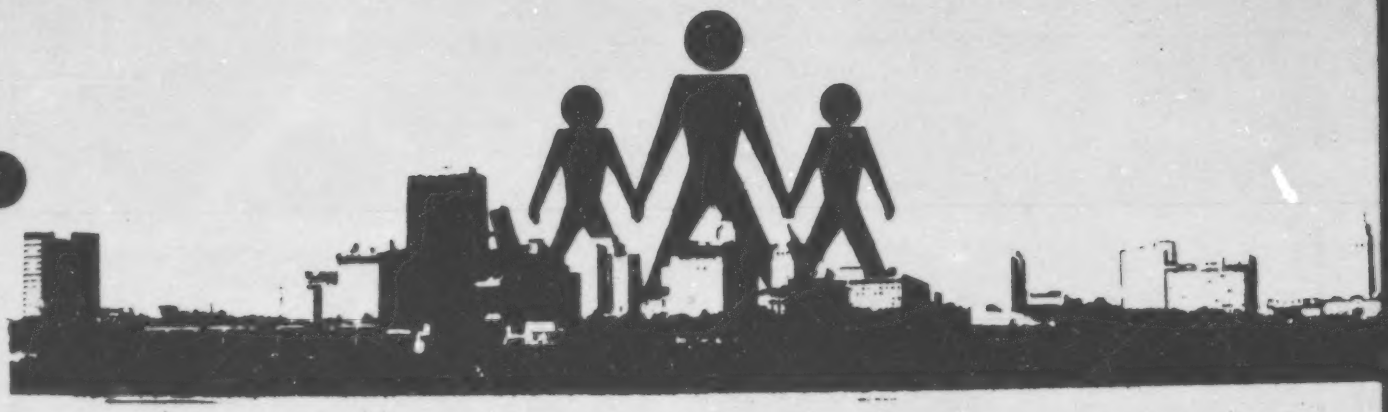
HOW TO USE THIS FORM——————————→

The SVP Volunteer Chairman Identification Form is to be filled out at the beginning of the year by the community person who has been selected by the principal to serve in this role.

This form should then be given to the Area Specialist for filing.

Additional copies may be:

1. Secured by calling the SVP Office
2. Made on a copying machine.



SVP VOLUNTEER CHAIRMAN IDENTIFICATION FORM

NAME OF SCHOOL _____ MAIL CODE _____ AREA _____
ADDRESS OF SCHOOL _____ GRADES _____ PHONE _____
PRINCIPAL _____ PHONE _____
SVP RESOURCE PERSON _____ PHONE _____
SVP VOLUNTEER CHAIRMAN _____ PHONE _____

SVP VOLUNTEER CHAIRMAN'S TENTATIVE SCHEDULE (19__ to 19__)

Day	Time		Room # or Area
	From	To	
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

SIGNATURE OF PRINCIPAL: _____ DATE: _____

SIGNATURE OF VOLUNTEER CHAIRMAN: _____

HOME ADDRESS: _____ HOME PHONE _____

HOW TO USE THIS FORM ⟶

The SVP Registration and Attendance Record for Regular Volunteers combines, in one handy form, the information previously handled by several separate forms. There should be one form for each volunteer in the school and it should be kept on file within the official SVP Attendance Record Book. Since volunteers will be using the book each day when they sign in, it should be readily accessible. The main office or Volunteer center are suitable locations.

Directions for using the "Attendance" side:

1. Each volunteer, upon entering the school, should record the date in the appropriate monthly column.
2. Each volunteer, when preparing to leave the school, should record the total number of hours served that day beside the date which was recorded eariler that day.
3. The Volunteer Chairman or Resource Person should total the number of hours served by each volunteer each month. Then the monthly totals should be added in January and May and the information can be transferred to the bi-annual Progress Report.

Directions for using the "Registration" side:

1. This information should be completed by the volunteer with the advice and consent of the SVP Resource Person and/or SVP Chairman and/or the Principal at the time of the main placement interview at the school.
2. The information from the "Type of Volunteer" and "Placement" sections are to be used by the SVP Resource Person or SVP Chairman when completing the totals for the Progress Reports in January and May.
3. The other information sections are designed to provide essential information to school-level SVP Leaders concerning the use of volunteers within their school.

Important: It is necessary for the School Volunteer Program to provide data for federal records regarding the number of volunteers and their ethnic background. During each placement interview, the SVP Resource Person, SVP Chairman, or the Principal should make a notation of the volunteers ethnic group on the registration side of the form. It is suggested that a number or letter system (ie. Spanish origin = 1 or A, Black origin = 2 or B, White or Anglo origin = 3 or C.)be used in order not to offend the sensitivity of any person or group.

REGISTRATION AND ATTENDANCE RECORD FOR
REGULAR VOLUNTEERS

VOLUNTEER'S NAME: _____ NAME OF SCHOOL _____

Please record the date when you enter the building and the number of hours of service as you leave.

September		October		November		December		January	
Date	# Hrs.	Date	# Hrs.	Date	# Hrs.	Date	# Hrs.	Date	# Hrs.
Total		Total		Total		Total		Total	

Jan. Total _____

February		March		April		May		June	
Date	# Hrs.	Date	# Hrs.	Date	# Hrs.	Date	# Hrs.	Date	# Hrs.
Total		Total		Total		Total		Total	

May Total _____

79 Year Total _____

MIS-0056 (8-74)

REGISTRATION AND ATTENDANCE RECORD FOR REGULAR VOLUNTEERS
(2 or more hours per week)

VOLUNTEER'S NAME: _____ TELEPHONE: _____

ADDRESS: _____

TYPE OF VOLUNTEER:
(Check One)

_____ Turn About
_____ College-Student
_____ Parent/Gen. Citzenry
_____ Business/Industry
_____ Senior Citizen

PLACEMENT:
(Check One)

_____ SWRL (K-2)
_____ Math Systems
_____ Reading Systems
_____ Exceptional Child
_____ Other

ASSIGNED TO: _____ ROOM: _____ DAYS: _____ TIME: _____

SPECIFIC JOB DESCRIPTION: (Check One)

_____ Arts and Crafts Assistant
_____ Audio-Visual Assistant
_____ Classroom Assistant
What grade or subject? _____
_____ Clinic Assistant
_____ Clerical Assistant
_____ Counselor's Assistant
_____ Language Arts/Reading Tutor
_____ Listener
_____ Library Assistant
_____ Mathematics Tutor
_____ Physical Education Assistant
_____ Special Education Assistant
_____ Storyteller/Book Reviewer
_____ Supervision Assistant
_____ Spanish Translator
_____ Special Activities Volunteer
_____ Special Course Instructor
_____ Special Interest Club Sponsor

PERSONAL REFERENCE

NAME: _____ TELEPHONE: _____

ADDRESS: _____

EMERGENCY CONTACT PERSON

NAME: _____ TELEPHONE: _____

ADDRESS: _____

BIANNUAL PROGRESS REPORT

HOW TO USE THIS FORM ——————————→

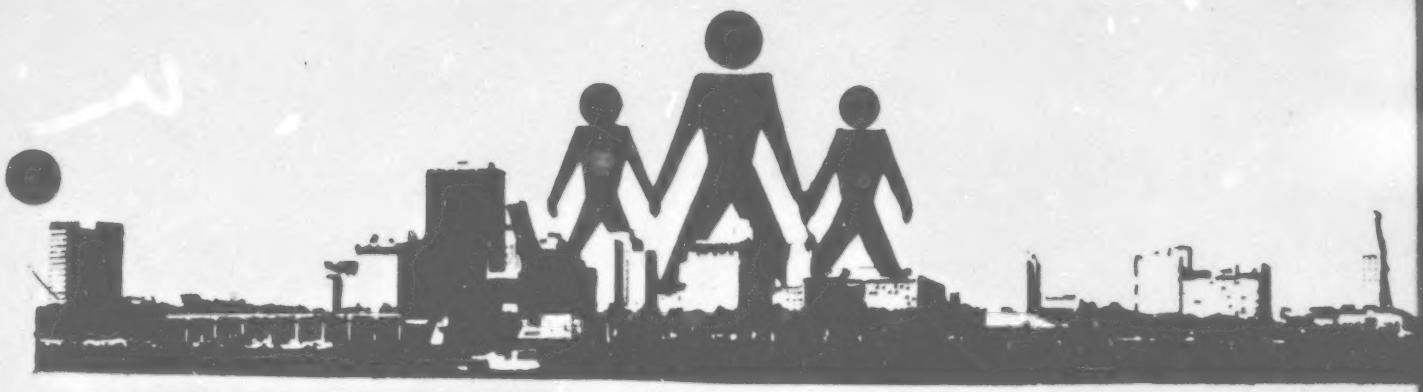
The SVP Progress Report is to be completed by the Volunteer Chairman or Volunteer Resource Person. This form is a vital communication link between the school-level program and the area office. It also serves as the basis for the quarterly reports which are required of this project by the federal government. The information may be gathered by tabulating numbers of volunteers in each category and their placements from the Registration and Attendance Record for Regular Volunteers and the Attendance Record for Community Resource Volunteers.

This form should be completed at the close of January and May and returned to your Area Specialist who will then tabulate area-level reports.

Additional copies may be:

1. Secured by calling the SVP office.

2. Made on a copying machine.



SCHOOL VOLUNTEER PROGRAM

Progress Report for: midyear_____ end of year cumulative_____

Submitted by_____ School_____

ATTENDANCE SUMMARY (By Volunteer Characteristics)

	Please Record Number of Volunteers	Black	Anglo	Spanish	Other	Total No. Vol.'s
REGULAR VOLUNTEERS (2+ hours per week)	Turn About Students					
	College Students					
	Parents & Gen Citizenry					
	Business/ Industry					
	Senior Citizens					
	Total					

OCCASIONAL VOLUNTEERS	Special Activities					
	Com. Resource Speakers					
	Total					

ATTENDANCE SUMMARY (By Placement)

PLEASE RECORD TOTAL NUMBER OF VOLUNTEERS	SWRL K-1-2	Math Systems	Reading Systems	Exceptional Child	Other

PLEASE RETURN THIS FORM TO THE VOLUNTEER SPECIALIST IN YOUR AREA OFFICE.

PROGRAM PARTICULARS

Is your volunteer program progressing as planned in the areas of:

Area	Yes	No	Comments
1. Recruitment of volunteers			
2. Placement of volunteers			
3. Training of volunteers			
4. Attendance of volunteers			
5. Performance of volunteers			
6. Faculty-volunteer relations			
7. Area specialist-school relations			
8. Other:			

NEEDS

Please list any needs you have at this time.

Materials	Services	Special Volunteers	Other

ACTIVITIES

Please list any special volunteer achievements or activities.

Date	Event

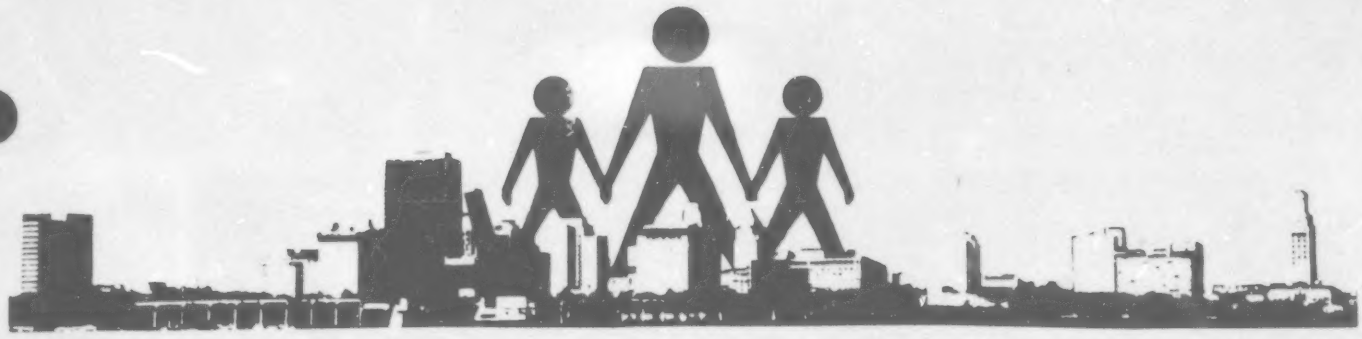
APPLICATION FORMS

HOW TO USE THIS FORM ——————————→

The Regular Volunteer Application Form is to be completed by volunteers who are referred from the Central SVP Office and by any volunteers who are from the general community(i.e. are not parents of children in the school or are not Turn About or University students). It is designed to provide school level SVP Leaders with essential information to be used during the screening process and the placement interview.

All completed forms should be kept on file at the school where the volunteer will be serving. Additional copies may be:

1. Secured by calling the Central SVP Office
2. Made on a copying machine.



REGULAR VOLUNTEER APPLICATION FORM

Date

FOR OFFICE USE	
E:	A:
School:	
Teacher:	

Mr.
Ms.
Dr. _____

Last First Middle

Home Address _____

Street City Zip Telephone

Do You Have A Car? _____ Are You Bi-Lingual? _____ If So, What Language? _____

EDUCATION

	Name	Number Years Attended	Degree
Elementary			
Jr/Sr High			
College			
Do you attend college/university now?		Do you attend jr/sr high now?	

VOLUNTEER SERVICE RECORD

Name Of Organization	Type Of Service

WORK EXPERIENCE

Name Of Company	Type Of Job	# Of Years
Present:		
Previous:		

LOCAL CONTACTS

	Person To Contact In Emergency:	Person To Contact For Reference
Name:		
Home Address:		
Home Telephone:		
Business Address:		
Business Telephone		
Relationship/Occupation:		

PREFERRED TYPE OF SERVICE

Please indentify the type of volunteer service you wish to perform by making a (✓) on the line beside your choice. If you check more than one, please mark 1st, 2nd, and 3rd on the line beside your choices.

_____ ARTS AND CRAFTS ASSISTANT	_____ MATHEMATICS TUTOR
_____ AUDIO-VISUAL ASSISTANT	_____ PHYSICAL EDUCATION ASSISTANT
_____ CLASSROOM ASSISTANT (grade/subj.?)_____	_____ SPANISH TRANSLATOR/INTERPRETER
_____ CLERICAL ASSISTANT	_____ SPECIAL ACTIVITIES VOLUNTEER
_____ CLINIC ASSISTANT	_____ SPECIAL EDUCATION ASSISTANT
_____ COUNSELOR'S ASSISTANT	_____ STORYTELLER/BOOK REVIEWER
_____ LANGUAGE ARTS/READING TUTOR	_____ SUPERVISION ASSISTANT
_____ LIBRARY ASSISTANT	_____ SPECIAL INTEREST CLUB
_____ LISTENER	_____ SPECIAL COURSE INSTRUCTOR

PREFERRED TIME OF SERVICE

Please write in the times when you are available for volunteer service. Most regular volunteers serve approximately two hours per week.

	Monday	Tuesday	Wednesday	Thursday	Friday
A.M.					
P.M.					

PREFERRED PLACE OF SERVICE

Please answer the following questions and fill in the necessary information. Do you wish to be assigned?

To a particular school? _____
If so, which schools?
First Choice _____
Second Choice _____
Third Choice _____

OR

To any school near you? _____
If so, which level?
Senior High (Age 15-18) _____
Junior High (Age 12-15) _____
Elementary (Age 5-12) _____

PLACEMENT INFORMATION

Please complete this form and return it to:

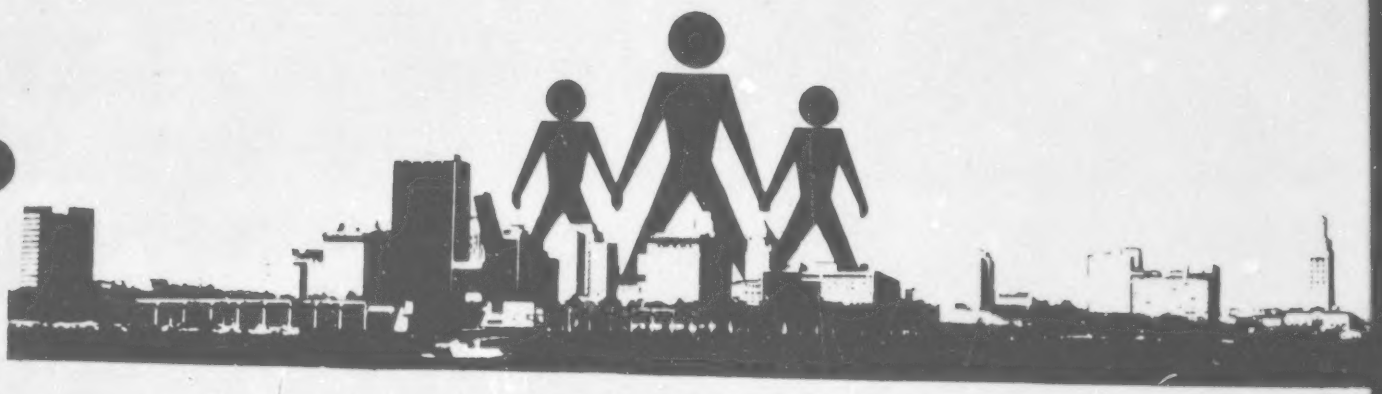
School Volunteer Program of Miami
1451 North Bayshore Drive
Miami, Florida 33132

OR

The person from whom you received this form.

You will be contacted in the near future by a reprsentative of the School Volunteer Program. When is the best time for you to be reached by phone? _____ At what telephone number? _____ How did you hear about the program? _____

Thank you for volunteering your time to help enrich and extend the experiences of students in the Dade County Public Schools.



SOLICITUD PARA VOLUNTARIO

_____
Fecha

PARA USO DE LA OFICINA	
E:	A:
Escuela:	
Profesor:	

Sr.
Sra.-Srta.
Dr. _____
Apellido Primer Nombre Segundo Nombre

Dirección _____
Calle Ciudad Zona Postal Teléfono

¿Tiene Ud. Auto? _____ ¿Habla Ud. Otro Idioma? _____ ¿Cuál? _____

EDUCACIÓN

	Nombre	Número de Años Asistidos	Título
Bachillerato:			
Universidad:			
Otro:			

¿Está Ud. asistiendo a la universidad ahora? _____	¿Está Ud. asistiendo a bachillerato ahora? _____

EXPEDIENTE DE SERVICIO VOLUNTARIO

Nombre de la Organización	Tipo de Servicio Prestado

EXPERIENCIA DE TRABAJO

Nombre de la Compañía	Tipo De Trabajo	Numero De Años
Presente:		
Previa:		

CONTACTOS LOCALES

	Contacto en Caso de Emergencia:	Contacto para Referencia:
Nombre:		
Dirección (Residencia):		
Teléfono (Residencia):		
Dirección (Trabajo):		
Teléfono (Trabajo):		
Relación-Ocupación:		

TIPO DE SERVICIO PREFERIDO

Por favor sírvase indicar el tipo de servicio voluntario que prefiere desempeñar. Marcando co una (✓) en la linea de su selección. Sírvase indicar el orden de preferencia marcando 1, 2, 3 al lado de su selección:

AUXILIAR DE:

____ Artes Manuales	____ Educación Física
____ Medios Audio-Visuales	____ Educación Especial
____ Aula **Grado**_____ **Asignatura**_____	____ Traducción al Español
____ **Biblioteca**	____ Supervisión
____ Clínica	____ Lectura de Cuentos y Evaluación de Libros
____ Oficina	____ Clubs **¿Cual?** _____
____ Lectura y Gramática	____ Actividades Especiales
____ Consejero Educacional	____ Instructor de Cursos Especiales
____ Matemáticas	
____ **Programa de "Oyente"**	

HORAS DISPONIBLES

Por favor sírvase escribir las horas disponibles de servicio. La mayoría de los voluntarios trabajan 2 horas a la semana.

	Lunes	Martes	Miércoles	Jueves	Viernes
A.M.					
P.M.					

LUGAR DE SERVICIO

Por favor conteste las preguntas con la información requerida. ¿Desea Ud. ser asignado?:

¿A una escuela en particular? _____
¿Cuál?
Pref. 1ra _____
Pref. 2da _____
Pref. 3ra _____

O

¿A una escuela cerca de Ud.? _____
¿De qué nivel?
High School (edad 15-18)
Septimo-Octavo-Noveno (edad 12-15)
Elemental (edad 5-12)

INFORMACIÓN PARA SITUARLO

Por favor sírvase completar esta planilla y devolverla a:

SCHOOL VOLUNTEER PROGRAM
1451 N. Bayshore Dr.
Miami, Florida 33132

O

La persona de la cual Ud. Recibió esta planilla.

Un representante del Programa de Voluntarios se pondrá en contacto con Ud. ¿A qué teléfono? _____ ¿Cuál es la mejor hora para llamarlo por teléfono? _____

¿Como se entero del programa? _____

Muchas gracias por ofrecer su tiempo y su esfuerzo. Estamos seguros que su contribucion ayudara a enriquecer y ampliar la experiencia de los alumnos de las Escuelas Publicas del Condado de Dade.

COMMUNITY RESOURCE GUIDE FORMS

HOW TO USE THESE FORMS ——————————→

The Community Resource Guide Application Form is used by school personnel, Area Volunteer Specialists, and the Central Office Staff to register individuals who will be listed in the Community Resource Guide. All presentations made by any one person should be described on the same form. Each completed form should be sent to the SVP Central Office where it will be processed and included in the next issue of the Guide.

The Request for Community Resource Volunteer is a card used by teachers to secure speakers listed in the Community Resource Guide. It is essential that all blanks be filled in and that the information conform to the speaker's requirements as listed in the Guide. Because of the vast number of requests processed by the SVP Central Office, teachers are asked to submit the forms four weeks prior to the target date and to limit the number of requests to two per teacher per semester.

The Community Volunteer Guide Confirmation Form is used by the SVP Central Office to inform the teacher, the principal, the SVP Resource Person, and the Community Resource Volunteer of the day and time a presentation after scheduling has been done by phone.

The Attendance Record for Community Resource Volunteers should be kept on file within the official SVP Attendance Record Book. All Community Resource Volunteers should register upon entering the school and should sign out upon the completion of their period of service. Periodically the Area Volunteer Specialist will contact the school to follow up on any volunteers who have filled in the reverse side of the sheet.

PLEASE RETURN THIS FORM TO: SCHOOL VOLUNTEER PROGRAM, 1410 N.E. SECOND AVE., MIAMI, 33132

COMMUNITY RESOURCE GUIDE APPLICATION

DATE _____

NAME: (Ms.) (Mr.) _____
(last) (first) (middle)

ADDRESS: (home) _____ _____ _____ PHONE: _____
(street & number) (city) (zip)

(business) _____ _____ _____ PHONE: _____
(street & number) (city) (zip)

OCCUPATION: _____ _____
(position) (company name & address)

BACKGROUND OR EXPERIENCE: (Complete as appropriate)

(Schools) _____ _____

(Companies) _____ _____

(Technical Training) _____ _____

WHEN CAN YOU SERVE? (Complete 1 or more)

Monday FROM_____ TO_____
Tuesday FROM_____ TO_____
Wednesday FROM_____ TO_____
Thursday FROM_____ TO_____
Friday FROM_____ TO_____

MAXIMUM NUMBER OF TIMES PER YEAR: _____

WHERE CAN YOU SERVE?

( ) South of Kendall Drive (SW 88 St.
( ) Flagler St. to Kendall Drive
( ) Flagler St. to 79 St. (North)
( ) North of 79 St.
( ) Downtown
( ) Miami Beach
( ) Other _____

OFFICE USE ONLY

SCHOOL	DATE	SCHOOL	DATE

DESCRIPTION OF PRESENTATION

(fill in 1 or more)	(check 1 or more)			(check 1 or more)		(fill in)	
TOPICS	STUDENT LEVEL			TYPE OF PROGRAM		TIME	SIZE OF GROUP
	EL.	JR.	SR.	LECTURE	AUDIO-VISUAL		
JOB SKILL INFORMATION:							
1.							
2.							
TRAVELS:							
1.							
2.							
HOBBIES:							
1.							
2.							
CULTURAL BACKGROUND:							
1.							
2.							
OTHERS:							
1.							
2.							

SPECIAL EQUIPMENT OR ARRANGEMENTS:

REQUEST FOR COMMUNITY RESOURCE VOLUNTEER
(Please Print in Ink)

SCHOOL: _____ PHONE: _____

SCHOOL ADDRESS: _____ MAIL CODE: _____

SUBJECT AND GRADE OF CLASS: _____

DATE REQUESTED: _____ OR _____

TIME REQUESTED: From: ____ To: ____ OR From: ____ To: ____

NUMBER OF STUDENTS IN CLASS
_____

DAYS AND TIMES TO BE AVOIDED: _____

NAME OF VOLUNTEER REQUESTED: _____

SUBJECT REQUESTED: _____

TEACHER REQUESTING: _____ ROOM NUMBER _____

PRINCIPAL'S NAME: _____

SPECIAL INSTRUCTIONS: _____

_____

NOTE: BE SURE THAT THE INFORMATION ON THIS CARD CORRESPONDS TO THAT IN THE COMMUNITY RESOURCE GUIDE AND ALL BLANKS ARE FILLED IN.

DATE RECEIVED BY SVP OFFICE: _____ FILLED _____

FROM: (Name) _____

(School) _____

(Code) _____

TO: SCHOOL VOLUNTEER PROGRAM

A-1

96

IV-25

MIS-0047

COMMUNITY VOLUNTEER GUIDE
CONFIRMATION FORM

PRINCIPAL: _____ SCHOOL: _____

ADDRESS: _____ PHONE: _____ MAIL CODE: _____

SVP CONTACT: _____ TEACHER: _____ ROOM: _____

This is to confirm that _____ will make a presentation on the
(Name) (Phone)

subject, _____ to _____ in the _____ on _____
(No. of Students) (Grade/Subject) (Day)

_____, 19 ____ at _____ o'clock. The volunteer will need: _____
(Date)

_____

_____

NOTE: Please do not invite other classes. Please send a student to the office to meet the volunteer.

If you have any questions, please call the School Volunteer Program, 350-3732 and 350-3100.

WELCOME to our school! You are our "living curriculum", and very much appreciated by all. If you are not already listed in our Guide to Community Resource Volunteers, please sign your name, address, and phone number on the back of this form. Many thanks!

ATTENDANCE RECORD
FOR
COMMUNITY RESOURCE VOLUNTEERS

SCHOOL: _____

NAME	DATE	TIME		TEACHER	TOPIC
		IN	OUT		

PLEASE FILL IN THE INFORMATION BELOW ONLY IF YOU ARE NOT CURRENTLY LISTED IN THE GUIDE TO COMMUNITY RESOURCE VOLUNTEERS!

NAME	ADDRESS	PHONE

WHAT FACTS DO SVP LEADERS NEED TO KNOW ABOUT...

...THE HISTORY AND GROWTH

IN THE BEGINNING...

THE SCHOOL VOLUNTEER PROGRAM in the Dade County Public Schools began in January, 1971, in the North Central Area under the administrative guidance of Dr. Jeff West, the Area Superintendent. The North Central Area was selected as a site in which to pilot the program because of its unique composition, including the three primary ethnic groups in Miami and because it also contained a cross section of the socioeconomic strata of our community. In essence the North Central Area somewhat represented Dade County in microcosm. Any findings related to the use of volunteers in this area could conceivably be expanded to apply to different areas of the greater Miami area.

The original staff of the program consisted of two positions: a coordinator of volunteer services and a program secretary who also doubled as the coordinator's assistant. Working in fifteen pilot schools including both elementary and secondary, the program quickly caught on and enlisted 71 volunteers who contributed over 1,000 hours in two and one half months between mid-March and June of 1971. Also, during the feasibility study period, a very effective and prestigious Advisory Board was formed to support the program in the community and to provide recommendations for program development in all sectors of the greater Miami area. The first Advisory Board chairman was The Honorable D. Robert Graham, State Senator, 48th District.

At the end of the 1970-71 school year, the administration of the Dade County Public Schools received requests from the communities in the Northeast and South Central Areas to expand the School Volunteer Program and to implement this innovative new concept with schools in those areas. This

request was granted and the pilot phase of the program extended itself to 35 schools in the three areas of the county even though the staff of two remained the same. Not until July 1, 1972, did the program expand its staff to the optimum size to accomodate three areas and develop a fully systematized approach. The development was made possible with ESEA Title III funds from the State Department of Education in Tallahassee, Florida. During the one year period from July 1, 1972, until July 1, 1973, the School Volunteer Program increased in size from 1,250 volunteers to 3,287 regular volunteers working a minimum of two hours a week for at least one semester.

Beginning July 1, 1973, the delivery system of volunteer services being developed and field tested in the ESEA Title III Project areas was replicated in the other three areas of the system and three additional Area Volunteer Specialists were added to the School Volunteer Program staff with local budget monies. At the end of the 1973-74 school year, 12,201 volunteers were working in 208 of the 237 schools. In addition, approximately $4,400,000 in volunteer services was added to the school system during the 1973-74 school year. The hours contributed by the school volunteers were valued at $6.00 per hour, a rate established by the School Volunteer Advisory Board as being the mean tutorial rate in Miami. An additional $10,000 worth of services and material support were donated to the School Volunteer Program from private individuals and businesses.

In 1974-75 despite the fact that the number of school volunteers decreased slightly due to the national economic picture which naturally affected the Miami community, the School Volunteer Program maintained its place in the national picture as the second largest in the nation with volunteer programs in 230 of Dade County's 237 schools. Likewise, the 1974-75 school

year was a period of rapid expansion of programming in the School Volunteer Program, for many new dimensions were added to the existing program. The most significant program shift was in the area of utilization of senior citizen volunteers. The School Volunteer Program had always encouraged the use of senior citizens as volunteers, however, a concerted effort was made during the 1974-75 school year to engage large numbers of seniors in the School Volunteer Program. Due to the numbers of seniors who have expressed an interest in the program, a part-time assistant to each Area Specialist will be placed in the area administrative offices by the beginning of the 1975-76 school year. These assistants will help with the recruitment and placement of the senior citizens during the 1975-76 school year.

The donation of larger facilities for the central program office greatly enhanced the program's ability to serve the needs of the local school programs, as well as to add to the program's overall capabilities. Along with the basic administrative staff, supplementary volunteer programs have begun and flourished. A planning team for television training began working under the auspices of an ESEA Title III grant, while the Junior League of Miami voted to continue its support of the Community Resource Guide of volunteer speakers. All in all, a total of approximately $4,000,000 in volunteer services was added to the school system during the 1974-75 school year. The financial fact sheet which provides an itemized accounting of the services and material support that were donated to the School Volunteer Program from private individuals and businesses as well as a Three Year Program Highlights and list of schools participating in the School Volunteer Program of Miami follows.

SCHOOL VOLUNTEER PROGRAM OF MIAMI

(THREE YEAR PROGRAM HIGHLIGHTS)

ANNUAL REPORT 1975

A. Volunteers	June 30 1972-73	June 30 1973-74	Percentage Of Increase 1973--1974	June 30 1974-75	Percent of Increase or Decrease 1974-75
I. Parents and Community	1,931	5,853	203%	4,048	-30%
II. Turn About Students	584	2,940	403%	3,959	35%
III. College Students	667	874	31%	1,314	50%
IV. Business/Industry	114	426	373%	215	-50%
V. Senior Volunteers	0	215	215%	481	124%
VI. Community Resource (Presentations)	0	1,888	1,888%	**	**
VII. Community Resource Speakers	0	0	0	434	434%
TOTALS:	3,296	12,201	270%	10,451	-14%
B. Full-Time Employees	June 30 1973	June 30 1974	Percentage Of Increase 1973--1974	June 30 1975	Percent of Increase or Decrease 1974-75
I. Project Director	1	1	0%	1	0%
II. Coordinators	0	0	0%	2	*
III. Secretaries	1	2	100%	3	50%
IV. Volunteer Specialists (TSA'S)	6	9	50%	14	55%
V. TTV Producer/Director	0	0	0%	1	*
C. Part-Time Employees					
I. Clerk	0	0	0%	2	*
II. Senior Aides	0	0	0%	4	*
TOTALS:	8	12	50%	27	125%
D. Operating Budget	June 30 1972-73	June 30 1973-74	Percentage Of Increase 1973--1974	June 30 1974-75	Percent of Increase or Decrease 1974-75
I. E.S.E.A. Title III	$85,220	$101,000	71%	$173,113	71%
II. E.S.E.A. Title III (TTV)	0	0	0%	54,531	*
III. Edna McConnell Clark	0	0	0%	100,000	*
IV. Junior League of Miami	0	0	0%	14,000	*
V. Title V-Part D (State Department)	0	0	0%	8,877	*
VI. Dade County Public Schools	0	45,000	19%	49,687	10%
VII. Enviornmental Volunteer Grant	0	0	0%	4,600	*
TOTALS:	$85,220	$146,000	71%	$404,808	177%

* New allocation
** Refer to page 6

212 PARTICIPATING SCHOOLS

NORTHEAST AREA
Biscayne Elementary
Biscayne Gardens Elem.
Fienberg, Leroy Elem.
Fulford Elementary
Greynolds Park Elem.
Hibiscus Elementary
Highland Oaks Elem.
Ives, Madie Elem.
Natural Bridge Elem.
Norland Elementary
North Beach Elem.
North Miami Elem.
Norwood Elementary
Oak Grove Elementary
Ojus Elementary
Parkway Elementary
Sabal Palm Elementary
South Beach Elem.
Treasure Island Elem.
Fisher, Ida M. Jr.
Jefferson, T. Jr.
Kennedy, John Jr.
Nautilus Jr.
Norland Jr.
North Miami Jr.
Miami Beach Senior
Miami Norland Sr.
North Miami Bch. Sr.

NORTHWEST AREA
Brentwood Elementary
Bunche Park Elementary
Crestview Elementary
DuPuis, John Elem.
Earhart, Amelia Elem.
Flamingo Elementary
Golden Glades Elem.
Lake Stevens Elem.
Meadowlane Elem.
Miami Gardens Elem.
Miami Lakes Elem.
Milam Elementary
North Carol City Elem.
North County Elem.
North Glade Elem.
North Twin Lake Elem.
Opa Locka Elem.
Palm Lakes Elem.
Palm Springs North Elem.
Parkview Elementary
Rainbow Park Elementary
Scott Lake Elementary
Skyway Elementary
Twin Lakes Elementary
Walters, Mae M. Elem.
Carol City Junior
Filer, Henry H. Junior
Hialeah Junior
North Dade Junior
Palm Springs Junior
Parkway Junior
Hialeah Senior

NORTH CENTRAL AREA
Arcola Lake Elementary
Blanton Van E. Elem.
Bright, James Elem.
Broadmoor Elementary
Curtiss, Glenn Elem.
Drew, Charles Elem.
Edison Park Elem.
Franklin, Ben Elem.
Gladeview Elementary
Hialeah Elementary
Holmes Elementary
King, Martin L. Elem.
Lakeview Elementary
Liberty City Elem.
Little River Elem.
Miami Park Elem.
Miami Shores Elem.
Miami Springs Elem.
Morningside Elementary
Olinda Elementary
Shadowlawn Elementary
South Hialeah Elem.
Springview Elementary
West Little River Elem.
Westview Elementary
Young, Nathan Elem.
Drew Middle School
Mann, Horace Jr.
Miami Springs Jr.
Westview Junior
Miami Central Senior
Miami Edison Senior
Miami Northwestern Sr.
Miami Springs Senior
St. Rose of Lima

SOUTH CENTRAL AREA
Allapattah Elementary
Auburndale Elementary
Bethune Elementary
Buena Vista Elem.
Carver, G.W. Elem.
Citrus Grove Elem.
Coconut Grove Elem.
Comstock Elementary
Coral Gables Elem.
Coral Way Elementary
Dade Elementary
Douglas Elementary
Dunbar Elementary
Flagler, H.M. Elem.
Floral Heights Elem.
Highland Park Elem.
Kensington Park Elem.
Key Biscayne Elem.
Kinlock Park Elem.
Merrick Elementary
Miramar Elementary
Pharr, Kelsey Elem.
Riverside Elementary
Santa Clara Elem.
Shenandoah Elementary
Silver Bluff Elem.
Southside Elementary
Sunset Elementary
Tucker, Frances Elem.
West Dunbar Elem.
W. Laboratory Elem.
Wheatley, Phyllis Elem.
Allapattah Junior
Brownsville Junior
Carver, G.W. Junior
Citrus Grove Junior
Lee Robert E. Jr.
Merritt, Ada Jr.
Ponce De Leon Jr.
Shenandoah Junior
Washington, B.T. Jr.
Coral Gables Senior
Miami Jackson Sr.
Miami Senior

SOUTHWEST AREA
Banyan Elementary
Blue Lakes Elem.
Coral Park Elem.
Coral Terrace Elem.
Cypress Elementary
Emerson Elementary
Everglades Elem.
Fairchild Elem.
Fairlawn Elementary
Flagami Elementary
Greenglade Elem.
Kendale Elementary
Kenwood Elementary
Leewood Elementary
Ludlam Elementary
Martin, F.C. Elem.
Olympia Heights Elem.
Rockway Elementary
Royal Green Elem.
Royal Palm Elementary
Snapper Creek Elem.
South Miami Elem.
Sunset Park Elem.
Sylvania Heights Elem.
Tropical Elementary
Village Green Elem.
Vineland Elementary
Glades Junior
Richmond Heights Jr.
Riviera Junior
South Miami Junior
West Miami Junior
Miami Coral Park Sr.
Miami Killian Senior
South Miami Senior
Southwest Miami Sr.

SOUTH AREA
Air Base Elementary
Avocado Elementary
Bel-Aire Elementary
Caribbean Elementary
Colonial Drive Elementary
Cooper, Neva K. Elementary
Coral Reef Elementary
Cutler Ridge Elementary
Florida City Elementary
Goulds Elementary
Gulfstream Elementary
Howard Drive Elementary
Leisure City Elementary
Lewis, A. L. Elementary
Miami Heights Elementary
Moton, R. R. Elementary
Naranja Elementary
Palmetto Elementary
Perrine Elementary
Pinecrest Elementary
Redland Elementary
Redondo Elementary
Richmond Elementary
South Miami Heights Elem.
West Homestead Elementary
Whispering Pines Elementary
Cutler Ridge Junior
Homestead Junior
Mays Junior
Palmetto Junior
Redland Junior
Miami Palmetto Senior
South Dade Senior
South Dade Curriculum Center
Pine Villa Elementary

...THE ACCOMPLISHMENTS

ACCOMPLISHMENTS

The major accomplishment of the School Volunteer Program has been the development and implementation of a delivery system of volunteer services which are designed to support, enrich, and extend the educational programs in the Dade County Public Schools. In the course of developing this system, basically five components have evolved which serve as the sources of volunteers, each having a specific focus and contribution to the program and to the overall school system. These parts of the volunteer program are: Turn About (Junior and Senior High) and College Student Volunteers, Business/Industry Volunteers, General Citizenry Volunteers, Senior Citizen Volunteers and the Community Resource Volunteers.

Turn About Volunteeers

While working daily under the direction of a teacher as a tutor or classroom assistant, these junior and senior high school students help, not only their younger counterparts, but also themselves. The students involved in Turn About receive elective credit applicable toward graduation for volunteering to tutor elementary students in reading and mathematics. Named "Turn About," this service program utilizes a contractual approach in which the junior or senior high school student signs a course contract with his subject area teacher, specifying attendance and assignment responsibilities mutually determined by the student and the teacher. The volunteer student is then assigned to one of the specified elementary schools for tutoring in reading or mathematics.

Similar programs have resulted in findings that both the tutor and the tutee benefit from this unique teaching arrangement. Teenage tutors and younger tutees improved in both reading and mathematics. There were 2,855 Turn About tutors in Dade County last year. Even of greater significance is the fact that 2,855 tutees also benefited from the volunteers' efforts.

College Students

Vital to any well rounded program is the college student. Many college students volunteer as a field experience for their regular college class and earn college credit for the time spent working in the public schools, while others volunteer because they see the need and wish to help extend and enrich the experiences of others.

Course credit is offered through either the education or sociology department. The field experience is viewed as a human service laboratory and is designed to help the student in his personal and professional growth. The kinds of tasks performed by any given student depend partly on the supervising teacher's assessment of the student's capabilities and limitations, partly on the areas in which the teacher needs assistance at a given time, and partly on the subject area or grade level.

A total of 757 students from the University of Miami, Florida International University, Barry College, and Miami/Dade North participated in the 1974-75 program.

Parents/General Citizenry As Volunteers

Parents and other individuals who are interested in working on a voluntary basis with young people form the "general citizenry" part of the School Volunteer Program of Miami. These community-minded people composed 3,152 of the total number of volunteers working in the program, or an impressive 29% of the total. Volunteers working in this category are recruited from a variety of sources.

One of the primary sources contributing to the general citizenry section of the program is the membership of the PTA/PTSA. Parents who have become involved in the operation of the school through this historically sound organization see the benefit of getting even more involved on a regular basis as a school volunteer. The School Volunteer Program of Miami cooperates with the PTA/PTSA countywide to increase the level of understanding and commitment on the part of the parents who have children attending the Dade County Public Schools.

In addition, there are numerous civic, fraternal and community oriented organizations which assist the volunteer program to recruit volunteers to fill the 19 volunteer descriptions which have been approved by the School Board.

Parents and individuals who have indicated a willingness to serve as volunteers interested in education are also recruited by the central School Volunteer Office. This is accomplished in a variety of ways. During the past year the School Volunteer Program has:

- distributed flyers in each bag of merchandise purchased from Burdine's during a two week period in September.
- received a 1/3 page advertisement requesting volunteers in each of The Dolphins' home football programs, PRO.
- had representatives appear on AM Miami, the early morning talk show presented by Channel 10 - WPLG.
- given numerous presentations to civic and social groups on the School Volunteer Program.
- been featured in the "Living Today" section of the Miami Herald.
- secured marquees to place "Build A Child's Future. Be A School Volunteer," in all areas of Dade County.
- displayed bus signs describing the School Volunteer Program on the back of Metro busses during February and March.

The summated result of all these efforts has been that the general citizenry aspect of the School Volunteer Program has, during the past year, grown in numbers more than any other part of the School Volunteer Program.

Business/Industry Volunteers

Another aspect of the School Volunteer Program of Miami has been the involvement of many businesses, either through the individual contributions of volunteer time or through a variety of program supportive activities. Beginning in January, 1972, Eastern Airlines spearheaded the business involvement by recruiting 125 management

employees to work as volunteers after their regular working hours. As an outgrowth of this initial business support of the volunteer effort, numerous other businesses have become active in the school volunteer effort.

Among those businesses which have cooperated with the School Volunteer Program during the 1974-75 school year are:

Associated General Contractors/South Florida Chapter
Southeastern Banking Corporation
Continental Airlines
Burdine's
Gulf Oil Corporation-Latin American Division
Channel 10 - WPLG
Channel 4 - WTVJ
First National Bank of Miami
Southern Bell Telephone
In-Plant Printing Management Association
The Miami Herald Publishing Company
Greater Miami Chamber of Commerce
ESSO Inter-America
Coral Gables Times
The Miami News
WQAM Radio
WGBS Radio
WIOD Radio
WKAT Radio
WMYO Radio
WOCN Radio
WQBA Radio
WVCG Radio
WWOK Radio
Stadler Realty
Coral Gables Chamber of Commerce

Another aspect of the Business/Industry Volunteer component is "Step Into Business," which is an action laboratory program taking senior high school students from the school into the business. In a series of visits to the businesses, the students are able to observe, first-hand, the process of the free-enterprise system in action. The pilot program was implemented in Coral Gables Senior High School under the direction of a volunteer, Mrs. Chris Tyson, who is a certificated social studies teacher. Bi-weekly evaluations were completed by the students as well as by the businesses.

Senior Citizen Volunteers

The Senior Citizen Volunteer Program was introduced during the 1973-74 school year wh

215 senior citizens were cooperatively recruited by the School Volunteer Program and the Retired Senior Volunteer Program (RSVP). The successful assimilation of this small but powerful group of senior citizen volunteers into the School Volunteer Program has proved to be the basis for a major phase of school volunteer activities during the 1974-75 school year.

With a $100,000 grant from the Edna McConnell Clark Foundation, a special team was established to recruit, train, and place senior citizens. 112 senior citizens have become involved in less than three months. Those senior citizens who are not able to work at the school site help develop support materials for the schools to use as teaching tools. Some of the kits they have produced include puppets that are used for language development, game boards that supplement the reading and mathematics systems, and "skinny books" that are made from discarded textbooks.

The procurement of transportation for the senior citizens has given impetus to the increased involvement of this segment of our population. On a pilot basis, the Metro Transit Authority, in cooperation with the School Volunteer Program, provides two busses with drivers to transport the senior citizens to and from the 15 selected school sites, Monday through Friday, which begins May 1, 1975.

The School Volunteer Program realizes that the approximately 230,000 senior citizens who reside in Dade County are one of our most viable resources, particularly since they have time to give and want to be needed and valued as a contributing member of the community. Because of early retirement, better health care and education, today's increasingly growing senior citizen population is a burgeoning and potent resource with the capacity to meet the needs of our schools and communities.

The senior adult is a potential resource in any community, as he has many years of experience and wisdom that are invaluable. The School Volunteer Program believes that the utilization of their knowledge, skills, and talents most naturally belongs within the framework of the school system. Helping educate young people is a traditional,

natural role for a senior citizen; it fits their need for an independent respected position that does not go beyond physical ability or demand too much time.

Through their involvement in meaningful activities it is believed that: (1) the senior citizens will have a greater sense of purpose; (2) they will feel more at home in the educational facilities and consequently will more readily utilize the opportunities available to them through the school system; (3) at the same time through their interaction with the youth and public school personnel, a greater understanding and respect between generations will evolve.

A major task of the School Volunteer Program is to recruit, train, and place senior volunteers. Ideally, both the school children and the senior citizens will benefit from this unique opportunity.

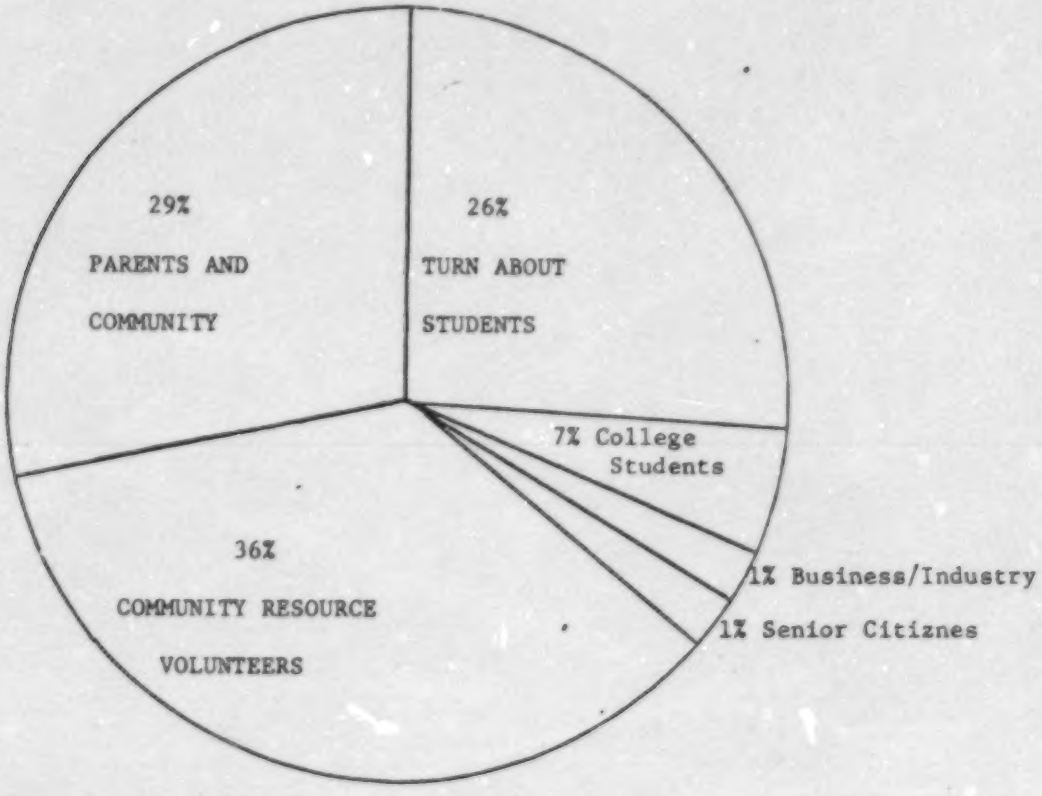
COMMUNITY RESOURCE VOLUNTEERS

Community Resource Volunteers are listed in the Community Resource Guide which is a hard-back, looseleaf notebook containing descriptions of more than nine-hundred presentations which can be used by classroom teachers or other school personnel to extend or enrich existing school programs. The topics of the volunteer presentations are grouped into categories which correspond to the regular quinmester course headings. Each official project school in the School Volunteer Program receives a Guide which is then placed in some easily accessible area in the school, usually in the Library/Media Center.

The Community Resource Guide was field tested in 12 schools during May, 1974. 182 presentations were made by 45 resource speakers. In a survey taken by the School Volunteer Program, 93% of the teachers found the Community Resource Guide an effective means of informing teachers about volunteer resources and a useful way of obtaining volunteer speakers. More than three-fourths of the teachers concurred that the Community Resource Guide listed a satisfactory range of volunteers and topics from which to select. However, the School Volunteer Program is constantly gathering more listings to broaden the scope of the entries and the

diversity of topics to be covered by the speakers. 85% of the teachers characterized the presentations as interesting to the students and increasing the students' knowledge or skills.

The Junior League of Miami has donated $14,000 to the School Volunteer Program of Miami to pay the salary of a staff member who can process the applications for volunteers from the schools. In addition, The League has appointed a five member committee to field test the overall procedures which have been outlined for the Community Resource Guide as they recruit environmental volunteers. Even though the same procedures are being used, the Community Resource Environmental Volunteers are listed in a separate volume.



EVALUATION RESULTS

The evidence of the effectiveness of this project can be directly inferred from specific evaluation results. During the first operational year of the ESEA Title III grant, the impact of the volunteer reading and mathematics tutors was measured. The conclusions which can be drawn from the results of this study are highly significant findings.

Control and experimental groups were randomly selected from six different schools. The experimental group was comprised of 120 students who were assigned volunteer tutors, while another 120 students who were tutored by volunteers formed the control group. Control groups were drawn from the same classrooms as the experimental groups in order to keep the instructional variables constant for both groups.

In reading the results were: (1) All students in the reading experimental group, regardless of race or sex, gained at least seven months in reading comprehension. The experimental group gains ranged from one year three months by the Spanish females, to seven months by the Spanish males; (2) In the control group, three of the six groups lost up to five months (black females, minus three months; Spanish females minus five months; Spanish males minus one month). The highest gain made by any control group was nine months (black males); (3) A comparison of the scores between the experimental and the control group ranged from a difference of one month (black male experimental students = 8 month gain; control group students = 9 month gain), to a difference of one year and eight months gain. (Spanish female experimental students = one year, three months; control group students = loss of five months). The overall comparison indicated a significant difference in means at the .0005 level. The group most affected by the volunteer treatment was the Spanish female. The group least affected was the black male.

In mathematics the following was found: (1) All students in the mathematics experimental group gained at least six months, with the exception of black males. The experimental group gain scores ranged from one month (black males) to one year three months (white males); (2) In the control group, two of the six sub-groups lost three or more months (Spanish males = loss of four months, white males = loss of three months). Two other of the six sub-groups showed no gain at all (black males and black females). The remaining two sub-groups gained from one month (Spanish females) to three months (white females); (3) A comparison of the gains between the experimental and the control group ranged from a difference of one month (black male experimental students = one month gain; control group students = no gain) to a difference of one year six months (white male experimental students = one year three months; control group students = loss of three months). This difference was significant at the .001 level. The overall comparison indicated a difference which was significant at the .0005 level. The group that was most affected by the volunteer treatment was the white male. The group least affected by the volunteer treatment was the black male.

THE NATIONAL SCHOOL VOLUNTEER PROGRAM, INC.

The School Volunteer Program of Miami actively participates in the National School Volunteer Program, Inc., which was established in 1964 with a grant from the Ford Foundation and grew rapidly to encompass school districts across the United States ranging from the urban cities to the small rural areas.

The goals of the National School Volunteer Program, Inc. are to explore and encourage the use of quality volunteer services in the schools for the benefit of all children; to assist with the equalization of opportunity for all citizens to give service in school volunteer programs; to promote community participation and to create dynamic partnership among the community, school, business/industry, with both public and private organizations; to plan for an annual conference bringing together those persons responsible for the direction, coordination and supervision of school volunteer programs for the exchange of ideas, discussions of common concerns, redefining goals, evaluation techniques, bylaws and procedures, electing officers, obtaining information of area, district, state and national levels.

President Sarah A. Davis, Director of Volunteer and Tutorial Programs for the Los Angeles City Schools, heads the National School Volunteer Program, Inc. The national organization seeks constantly to stimulate and assist those leaders responsible for state and local volunteer programs by providing the type of leadership, statistical data and information to keep them abreast of the dynamic growth of "Voluntarism in Education" through the dissemination and application of materials and information.

The National School Volunteer Program, Inc. is self supporting and thus continues to encourage membership which is available to persons directly responsible for program implementation and to volunteers presently rendering services. The annual $15 fee for program directors/coordinators and the $5 fee for volunteers is definitely a worthwhile contribution. The maintenance of the national organization is dependent on membership dues, subscriptions and donated gifts. Membership is open and those interested should contact the treasurer of NSVP, Inc., Mr. Franklin V. Lehn, 49 East College Avenue, Springfield, Ohio 45501.

NATIONAL SCHOOL VOLUNTEER PROGRAM, INC.
MEMBERSHIP APPLICATION

NSVP, INC. MEMBERSHIP

Now is your opportunity to become actively involved in the National School Volunteer Program, Inc. Membership includes a copy of the excellent and informative National Directory, membership lists, national Newsletter, information about workshops and conferences on state, regional and national levels. EVERYONE is welcome and eligible to join. Categories include:

Professional--open to all persons responsible for the administration of school volunteer programs (persons may be paid or volunteer administrators). - Dues $15.00.
Associate--open to all volunteers and school personnel associated with a school volunteer program. - Dues $5.00.
Sustaining--open to all persons who are school board members, superintendents and school administrators. - Dues $15.00.
Supporting--open to all persons from business, industry, professional organizations and other areas interested in supporting school volunteer programming. - Dues $15.00 or more at the discretion of the donor.
Annual Membership dues are for one year, from July 1 thru June 30. Persons may join now for the 1975-1976 membership year.

Name_____Position_____

Name of Program_____

School District_____

Program Address_____State:_____Zip_____

Program Telephone_____

Home Address_____State:_____Zip_____

Home Telephone_____

Date:_____

Type of Membership:

( ) Professional
( ) Associate
( ) Sustaining
( ) Supporting
( ) Contribution

( ) New
( ) Renewed

$_____
Amount enclosed

Dues:

PROFESSIONAL (Coordinators and Directors)	$15.00
ASSOCIATE (Volunteers)	5.00

Mail to: Mrs. Robin F. Spaulding
Membership Chairperson, NSVP, Inc.
20 Irving Street
Worcester MA 01609